

Organisation name	NCG Manchester
Inspection date	3–4 November 2021

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.

Summary statement
<p>The British Council inspected NCG Manchester in November 2021. 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> <p>This large private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and under 18s in school premises and online.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learner management, teaching, care of students, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

New College Group, Manchester is part of the New College Group (NCG) group of schools which includes schools in Liverpool and Dublin. Head office and the senior management team are based at the Manchester site. The school offers open enrolment courses all year round as well as closed group courses on demand.

The inspection took two days. Due to the global pandemic, the inspection was conducted remotely. The inspectors held meetings with the principal, student support manager (SSM), admissions manager (AM), and group operations manager (GOM).

A focus group meeting was held with a group of teachers, and another with a group of students. There were 12 teachers teaching during the inspection and each was observed once by one inspector. Of the 12 teachers, ten were teaching face to face and two were teaching online. The inspectors were given a virtual tour of the premises. One inspector inspected two homestays virtually.

Address of main site/head office

9 Portland Street, Manchester M1 3BE

Description of sites observed

The school occupies space on three floors in an office building in the centre of Manchester. The school has its own entrance on the ground floor where there is a reception area, student support office, communal area for students, and a disabled toilet. There are 12 classrooms across the first and second floors, along with two IT suites, teachers' room and academic office, two small seating areas for students, staff kitchen, board room, and offices for the principal, HR manager, and CEO. The finance and admissions teams for the group also have their offices on site. Toilets, besides the one for disabled students, are shared with the rest of the building. These can be accessed from the first and second floors via secure doors 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 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 checked="" 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

Year round the school offers General English courses for adults and young people (16 and 17 year-olds) as well as closed group courses, one-to-one lessons, Business English, and examination preparation courses.

Management profile

The overall management of the school is the responsibility of the principal who reports to the CEO. The GOM and DoS both report to the principal. The GOM manages the SSM and the house keeper, and the DoS manages the senior teacher and the rest of the teaching team.

Accommodation profile

All accommodation is currently arranged by the student support manager with oversight from the group operations manager. The school offers homestay for adults and under 18s, and residential flatshare accommodation for students aged 18 or over, comprising nine ensuite rooms with shared kitchen facilities. On occasion, the school offers alternative residence accommodation on a case-by-case basis.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Communication and feedback procedures are very effective and systems for monitoring staff performance and supporting professional development are robust. Customer service is of a very high standard and systems for managing attendance are efficient. Publicity is clear and well presented, but some required information is missing. *Strategic and quality management, staff management, and student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The school premises are very bright and well appointed with very clear branding throughout. Classrooms are colourful, air conditioned, and the furniture is flexible. Educational technology is available in all classrooms and effective support is provided for its use. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is suitable, and teachers are well supported by the academic management team. There is an effective system in place for the review of course design, but courses do not systematically include a focus on developing study and learning strategies. Student placement procedures are highly effective, and students wishing to progress to mainstream education in the UK are very well supported. The teaching observed met the requirements of the Scheme. *Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are very well met. Students benefit from well-managed and suitable accommodation on the whole, and the leisure programme is designed to meet their needs and interests. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The school's safeguarding policy is comprehensive and made known to staff, students and homestay hosts. Recruitment procedures are thorough and attendance of under 18s students is carefully monitored. *Safeguarding under 18s* is an area of strength.

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.	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.	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.	Met

Comments

M2 The school has very clear plans in place for the future. These plans have SMART objectives and there is evidence of effective monitoring as well as an efficient response to changes in circumstances.

M4 Communication systems within the school are highly effective and operate through both formal and informal channels. Communication between staff within the group of schools is regular, and all staff spoken to confirmed that they felt engaged and well informed.

M5 A very comprehensive approach to student feedback is in place with detailed questionnaires which are collated and used to inform future development. A student council is also in place.

M6 There is an annual staff feedback system in place to complement other feedback channels, such as meetings and individual staff appraisals. Evidence was seen of action taken in response. All staff spoken to felt that their views were valued.

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 regularly reviews these.	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, 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

M10 Comprehensive recruitment procedures are in place and documentation shows effective differentiation according to roles. Evidence was seen that these procedures are consistently implemented.

M12 Appraisal systems are both robust and supportive with a clear emphasis on achievable targets and continuing professional development (CPD). All staff members are given the opportunity to feed back on their experience of working at the school during the process.

M13 There is a very structured approach to CPD with clear links to the annual appraisal procedure. Good use is made of existing expertise within the team, such as the senior teacher's development of IT skills within the teaching team.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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.	Strength

Comments

M14 A high standard of customer service is evidenced by consistently good feedback on this aspect of the provision. This was clear from both feedback records and speaking to students during the inspection.

M19 All students are made very aware of the attendance policy and there are clear procedures in place. Record keeping is good and follow-up is systematic.

M21 Information about making complaints is made very clear both in the complaints policy as well as in simplified and practical notices available in handbooks and on display around the school. The option of elevating a complaint

to external bodies is also made explicit. Records of complaints made as well as action taken in response are well documented.

Publicity	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.	Strength
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.	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.

M22 The website gives very clear descriptions of the services provided along with photographs that together give an accurate representation of the student experience.

M25 Although most information on costs is clear and easy to find, there was no information on course-related exam fees not included in the course fees. This was addressed during the inspection and is no longer a point to be addressed.

M26. Detailed information on safeguarding provision is available on the website, but there was no reference to limits to supervision for 16 and 17 year-olds on adult courses. This information was added to the website during the inspection. The brochure does not contain any specific information on the level of care given to students under 18.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	Strength
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

P1 Premises are in an excellent state of repair and the décor is entirely in keeping with the brand of the provider. Commissioned artwork has been used to great effect. There are functional communal areas for students as well as two IT suites. Provision for students with disabilities is good.

P2 Classrooms are very bright and attractive and have flexible furniture that can be adjusted to the needs of the class and the lesson. All rooms have air conditioning which can be controlled from within.

P4 Food is not made available on site, but the school's central location means that there are a number of shops and cafes within easy walking distance. Drinking water is available throughout the building.

P5 Signage is consistent and entirely in keeping with the organisation's brand. Wayfinding signage is clear as well as creatively presented, and spaces for the sharing of general information are effectively employed.

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

Comments

P9 All classrooms have interactive whiteboards that are well maintained. An effective system is in place for the training of teaching staff in the use of technology which was reflected in classroom observation. Teachers spoken to were very appreciative of the opportunities given to develop in this way.

P12 Clear evidence was seen of an effective policy for the review of teaching and learning resources. Systems are in place for the trialling of new resources and the feedback of teachers is essential to the process.

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

All criteria in this subsection are fully met.

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

Comments

T9 It was clear both from recorded feedback and from talking to teachers during the inspection, that they feel well supported on a day-to-day basis. Peer observations are encouraged.

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.	Strength
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.	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

T12 A curriculum manager is in place to ensure that all courses are regularly reviewed with feedback from both students and academic staff taken into consideration. Evidence was seen of changes made to courses in response to analysis of student progress and outcomes.

T15 There is no clear guidance for teachers regarding the inclusion of study and learning strategies within course planning, and little evidence was seen of its inclusion in weekly plans or observed lessons.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 Procedures for placement testing are very effective and the useful data gained is made available to teachers in digital format. The identification of any special educational needs is factored into this process.

T21 Academic reports are given to all students studying for four weeks or more, and others on request. The reports are evidence based and professionally presented.

T22 NCG's sister company provides a university-placement service to international students and is based on the same site as the Manchester school. They can provide professional advice and information to the students at the school.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	All

Comments

Ten teachers were teaching face-to-face classes, and two were teaching online.

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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	
<p>T23 In the majority of segments, teachers demonstrated accurate knowledge of linguistic systems and gave appropriate models. In the weaker segments, there were instances of inaccuracies with regard to word class and examples given. In the stronger ones, useful examples were given and there was a practical focus on phonological aspects of the target language.</p> <p>T24 In all cases, detailed student profiles were in place taking into consideration students' learning backgrounds as well as their specific needs. These profiles were well reflected in the lesson plans.</p> <p>T25 All lessons led to clearly expressed student outcomes which were achieved with logically staged lessons. These outcomes were brought to the students' attention at the beginning of the lessons, and in the strongest segments, there was clear signposting from activity to activity.</p> <p>T26 A very good range of teaching techniques was seen including elicitation of meaning, nomination of individual students, concept checking, and drilling of new language. In the strongest segments, the latter was seen at both single word and sentence levels.</p> <p>T27 In the majority of segments seen, the classroom environment was managed effectively. Interactive whiteboards were used confidently, and interaction patterns were managed with efficiency. Instructions were mostly clear, but in isolated examples where they were not checked, some students were unsure of the task.</p> <p>T28 A range of feedback techniques was seen from on-the-spot correction to delayed feedback and students being encouraged to help and correct each other. In the weaker segments, student errors were permitted to go uncorrected during checking stages, but in the stronger segments, there was a dedicated focus on error correction in the plan.</p> <p>T29 All lessons included checking stages to evaluate whether learning was taking place, and in the stronger segments reference to previous learning was effectively implemented.</p> <p>T30 In the majority of cases, teachers had a lively and motivational manner ensuring that students were engaged with their learning. Appropriate use of humour and clear target setting led to good rapport and an environment conducive to learning.</p>	

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory or good. The teachers demonstrated sound knowledge of the language and presented clear models. Class profiles were very detailed and students' needs were clearly reflected in the lesson plans. Lesson outcomes were clearly expressed and made known to students at the beginning of each class. A good range of teaching techniques was confidently used, and the classroom environment was well managed. Teachers created a dynamic learning environment ensuring that students were engaged with their learning.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
Comments	

W1 There are very effective measures in place to ensure the safety and security of staff and students. In addition to annual independent fire and in-house premises risk assessments, quarterly and daily health and safety checks are carried out. Security measures include CCTV and controlled access to the premises, and all staff, students and visitors wear colour-coded lanyards. Staff receive fire marshal and first aid training, and all rooms display clear notices on both evacuation and invacuation procedures and escape routes.

W2 There is a comprehensive plan in place for emergencies on the premises and off-site that includes staff roles and responsibilities. The plan is covered in teacher inductions and relevant information given to students during their welcome meeting and prior to social programme activities.

W3 In addition to a detailed welfare policy, information on pastoral care is available from a range of sources including handbooks and poster displays. The Welfare and Safeguarding team are presented at student inductions and staff have received training in a number of welfare issues. Under 18s receive an additional induction, pastoral care is covered in their tutorials, and the SSM speaks to them on a regular basis throughout their stay.

W4 There is a carefully considered anti-bullying and harassment policy for students, and clear guidance is also available in the student handbook. Prevent and examples of behaviour that may lead to expulsion are also covered in the student behaviour policy which is made available to students at induction and on the NCG app.

W7 New starters receive a welcome email with a link to the student handbook which includes detailed information on aspects of life in the UK, as well as the British Council's *Safety First* booklet. Attractive posters featuring, for example, information on staying safe and local places of worship are displayed throughout the school and available on the school app.

W8 The student and homestay handbooks have comprehensive information on health care and posters display photographs and the location of the four first-aid trained staff. They are also identified by pin badges on their lanyards. During the student welcome meeting, students are shown the nearest walk-in centre and the support team are available to help with registration with a GP, if necessary. First aid boxes are located on each floor of the building and portable kits are taken on all off-site activities.

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.	Met
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W12 Very good information is provided to students in advance of their stay including a homestay pen portrait, information on the local area, and transport links with costs. All confirmations include reminders of cancellation and changes to accommodation rules, and a very useful factsheet on staying with a homestay is also provided.

W14 In addition to a comprehensive homestay handbook, accommodation providers receive a reminder of homestay rules and cancellation terms with every booking. Students are encouraged to contact their hosts prior to arrival.

<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.	Not 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	

W17 One homestay was currently hosting three students of the same linguistic background, two of which were from another school.

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

Comments
<p>W23 Students at the focus group commented on the availability and helpfulness of staff regarding leisure opportunities. The school app includes links to 'what's on in Manchester' and information is also available in the student handbook and attractive poster displays throughout the school.</p> <p>W24 Despite the constraints of the pandemic, the school has continued to offer a range of activities to students, both online and, more recently, in person. Weekend day trips are offered on a regular basis and additional activities to complement the weekly walking tour and conversation and debate clubs are being introduced as Covid restrictions lessen. The needs of under 18s and the cultural backgrounds of students are well considered.</p> <p>W25 There are good systems in place to ensure the school offers a well-organised programme that continues to reflect the interests of the student demographic. The student council comprising a selection of current student representatives helps inform the content of the programme, and teachers are involved in leading activities. Very good guidance is available for staff and students on their respective responsibilities during leisure activities.</p>

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	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	

At the time of the inspection, nine students were aged under 18 years (17). At peak, approximately 10 per cent of students at the school would be under 18.

S1 The school has a comprehensive and well-expressed safeguarding policy which is linked to other policies and supported by relevant practical documents.

S2 Provision in this area is very good. The safeguarding policy is summarised for staff, homestay hosts, and group leaders. In addition to the Level 3 trained DSL and deputy DSL, two further members of staff are trained to Level 2. The homestay handbook includes advice and guidance on safeguarding and staff provide training to hosts before they host their first student.

S5 Very good systems are in place to ensure the safety of students in the school. The daily under 18s sign-in form includes their photograph, telephone number and emergency contact details, and staff follow strict procedures in the event of a student absence. Under 18s are highlighted on registers and wear colour-coded lanyards to ease identification.

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	2012
Last full inspection	2016
Subsequent spot check (if applicable)	2017
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	University placement service for international students (Edvoy)
Other related accredited schools/centres/affiliates	NCG Liverpool, NCG Summer Schools
Other related non-accredited schools/centres/affiliates	NCG Dublin

Private sector

Date of foundation	2010
Ownership	Name of company: NCG (Manchester) Ltd Company number: 07307172
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	N/a

Student profile

At inspection	In peak week: July (organisation's estimate)
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ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	136	288
Full-time ELT (15+ hours per week) aged 16–17 years	9	28
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	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	145	316
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–30	16–30
Adult programmes: typical length of stay	40 weeks	4–6 weeks
Adult programmes: predominant nationalities	Kuwaiti, Saudi Arabian	Saudi Arabian, Omani, Thai

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	25
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

The senior teacher was teaching 15 hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
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	33	1
Private home	0	0
Home tuition	0	0
Residential	16	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	0	8
Staying in privately rented rooms/flats	87	0
Overall totals adults/under 18s	136	9
Overall total adults + under 18s		145