

Organisation name	NCG Manchester
Inspection date	23–24 September 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 next summer to assess the junior residential course.

Summary statement
<p>The British Council inspected and accredited NCG Manchester in September 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).</p>

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 safeguarding under 18s.

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

Introduction
<p>New College Group, Manchester is part of the New College Group (NCG) group of schools which also has another year-round school in Liverpool, 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. The school offers open enrolment courses all year round as well as closed group courses (14+) on demand. Two summer residential schools are included in the Manchester and Liverpool schools' accreditations. The residential course which is included in the NCG Manchester accreditation runs at the University of Salford and 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 the school.</p>

The inspection, with two inspectors, took one and a half days. Meetings were held with the commercial director, the centre manager, the head of academics (HO), the director of studies, the operations manager, the head of admissions, the student support manager, the marketing manager, and the summer schools and groups manager. Focus group meetings were held with teachers and students. All but one of the teachers timetabled to teach during the week of the inspection were observed. One inspector visited three homestays remotely, and a residence for adults in person.

Address of main site/head office

9 Portland Street, Manchester M1 3BE

Description of sites visited

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 an IT suite, teachers' room and academic office, two small seating areas for students, staff kitchen, board room, and offices for the Commercial Director, CEO and CEO's Executive Assistant. The finance and admissions teams for the group also have their offices on site. Toilets, besides the one for disabled students, are accessible by the rest of the building, although only used by NCG students. 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 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 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.

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

Management profile

The centre manager (CM), who is responsible for the day-to-day running of the school, reports to the commercial director. The director of studies (DoS) reports to the head of academics and the CM. The CM is supported by the student support manager (SSM) who manages two student support officers. The DoS manages the senior teacher 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

Homestay accommodation is provided by the school and offered to adults and under 18s. The school also offers adult students residential accommodation, provided by an external body, in flats, comprising eight ensuite rooms with a shared kitchen. In the summer period, the residential accommodation used by the junior summer school is offered to 16 and 17-year olds enrolled at the year-round school. At the time of the inspection, 27 homestay hosts were active.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The organisation has a well-established structure and communication is very effective. Staff are managed well and given varied opportunities for development. All aspects of student administration are carried out with 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 looked after and well equipped, providing a comfortable environment for study and relaxation. Risks are very thoroughly assessed and there are good measures in place to ensure the safety and security of students. There are appropriate resources available and good guidance on the use of these resources is provided for 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 good guidance and development opportunities to ensure that students are very effectively supported in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed exceeds 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. The school provides its students with very good pastoral care. The school offers good, friendly accommodation, which is very well managed. The leisure programme is designed to meet the needs of the students. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the school; and in the leisure activities and accommodation provided. The safeguarding policy is detailed and regularly reviewed. Training for staff is very good with a strong safeguarding leadership team. *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.	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.	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.	Strength

Comments
M2 There are very clear and detailed sales, operations and improvement plans to achieve set objectives for the various areas of the business. The plans are realistic with stated time frames and levels of urgency and monitoring is recorded.
M3 The structure of the organisation is well established and made clear in handbooks and further clarified by photographs of staff on noticeboards. Staffing levels are good and additional staff and managers are recruited for busy periods. Cover arrangements are well planned and effective.
M4 Channels of communication are very effective both within the organisation, between the two NCG schools and with external stakeholders such as accommodation providers and seasonal premises providers. Communication methods are varied and suited to purpose.
M5 Feedback is gathered from students shortly after their arrival, mid-course informally, and at the end of the course. The return rate is good, and all results are meticulously analysed, with records kept of any follow-up actions.
M7 Systems, processes and practices are regularly and comprehensively reviewed for quality. Feedback from both staff and students as well as cross-company comparisons are incorporated. The self-evaluation against Accreditation UK criteria is very thorough.

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 of staff are very effective. Comprehensive procedures are in place for each stage of the process, including a thorough interviewing process. Appropriate staff have received safer recruitment training.
M12 Procedures for appraising and monitoring staff are well established and effective. The appraisal procedure is supportive, clear targets are set and link to continuing professional development (CPD). There is evidence that a supportive approach is used before any formal steps are taken when there is a performance issue.
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. A good level of customer care is ensured through ongoing training and review of feedback. Students consistently report that they find staff approachable and very willing to assist.
M15 Comprehensive pre-course information and communication is provided through a variety of channels. Experienced staff in the marketing and sales department give accurate and useful information during the booking process, and on-site staff during the course.
M16 Enrolment systems are effective and the terms and conditions are very clear. A sensitive and student-friendly approach is taken with refunds
M18 The attendance and punctuality policy is clear and students are very aware of the requirements and follow-up procedures. 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.	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 English that is highly accessible. There is a very useful and effective translation tool into key languages.
M27 Descriptions of the summer school teachers' qualifications are not clear, describing teachers as "certified educators". This was addressed shortly after 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 The safety and security of students on the premises is ensured with various very effective policies and procedures, overseen by an experienced member of staff. The risk assessments are extremely thorough with very appropriate measures in place to mitigate the risks. A good proportion of staff have received fire marshal training and both staff and students are very clear about evacuation and invacuation procedures.
P2 Premises are in an excellent state of repair, very clean and well maintained. There are welcoming spaces for students outside class time, and thoughtful use has been made of the premises to provide a very comfortable environment.
P3 The classrooms are all light and airy, of a suitable size with well-arranged and suitably flexible furniture.

P5 Signage is excellent throughout the building and the large notice boards are eye-catching and relevant and up-to-date information and advice is clearly presented.

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 Resources are well organised and available for teachers to use on a well-used online storage platform. Teachers report that they have very good 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. There is reliable Wi-Fi provision throughout the school.

P11 There is continuous reviewing and development of teaching and learning resources. There is a system for promotion and introduction of new resources and teachers are systematically asked to provide feedback. There is evidence of allocation and deployment of a budget.

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. One teacher is TEFLQ and two others are currently undertaking TEFL diploma courses.

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.	Met
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.	Met

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. There is a cover rota and generally 'cover' for 'cover' is available. The cover teacher has clear information about the lesson to be taught.</p> <p>T6 Very thorough and explicit attention is paid to all aspects of academic management affected by continuous enrolment. Good information is given to teachers and students. Courses are effectively designed to accommodate continuous enrolment.</p> <p>T8 Teachers are very well guided and supported by the DoS and senior teacher. The DoS is not timetabled to teach, and the senior teacher has a limited timetable. They are located in the teachers' room and are therefore very accessible to teachers.</p> <p>T10 There are very effective procedures to ensure the CPD of teachers. Teachers are encouraged to attend external events and to upgrade their qualifications, and there is a budget available. There are regular 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.	Met
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	
All the criteria in the above area are fully met.	
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 procedures are clearly effective. Assessment covers all relevant areas, including speaking, and it was evident from lesson observations as well as speaking to students, that class levels are appropriately homogenous.</p> <p>T16 There are various procedures for monitoring students' progress. As well as weekly review tests and homework, there are more formal progress tests, and record-keeping is very good.</p> <p>T18 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.</p>	
Classroom observation record	
Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English
Comments	
One teacher timetabled to teach during the week of the inspection was not teaching during the inspection	

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.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
Comments	
<p>T19 Teachers on the whole produced clear and accurate models of language and were able to respond effectively to students' questions about language. Occasionally there were instances of inaccurate pronunciation modelling and unclear explanations of grammar.</p> <p>T20 In the vast majority of lessons, the content was tailored to meet both the needs of the students and the class, aligning with the course objectives. Class profiles demonstrated a thorough understanding of individuals' strengths and weaknesses.</p> <p>T21 Most teachers made the intended learning outcomes known to students and these were achieved through an appropriate sequence of activities. In weaker segments, the outcomes were not clearly conveyed to students.</p> <p>T22 A wide range of appropriate teaching techniques was used by almost all teachers very confidently. These included sensitive nomination and questioning, eliciting and prompting, and the development of skills and sub skills.</p> <p>T23 Almost all teachers generally managed the classroom environment and resources very effectively, and handled technology competently.</p> <p>T24 Generally teachers used a range of correction techniques that included on-the-spot, delayed, peer and self-correction. Positive feedback was used appropriately. In weaker segments there were missed opportunities for correction, particularly in pronunciation.</p> <p>T25 Most teachers included activities which gave both themselves and students the opportunity to evaluate learning.</p> <p>T26 Almost all teachers promoted a positive and inclusive learning atmosphere. They clearly demonstrated their awareness of their students' specific needs and interests, and in nearly all cases, students remained actively engaged throughout the lessons.</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	
<p>W1 A comprehensive critical incident plan is in place to deal with emergencies on site and when students are off site. Activity planning and risk assessments for leisure activities include information about responding to critical incidents, and there is appropriate guidance in place for students, staff and homestays.</p>	

W2 The provider has developed a very strong school culture with regard to pastoral issues, which was evidenced consistently in meetings with staff, students and homestay hosts. There is clear signposting to students about who to approach for support, and a member of the team has relevant training in therapeutic support.

W3 The school has clear and thorough policies to promote tolerance and respect and deal with any inappropriate and intolerant behaviour. Students are made aware of these policies through appropriate language and posters. The school promotes many activities which encourage respect for and knowledge of student heritages.

W6 The provision for health care is very good. Students are informed of their rights of access to NHS treatment, there are always trained first-aiders on site, and where required, students are accompanied to seek treatment. A member of the team also has mental health first aid qualifications.

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 The accommodation seen was of a high standard and a warm welcome is clearly offered. Students commented very positively about this in the focus group.

W9 All accommodation provided by the school is currently arranged by the student support manager with oversight from the centre manager. Records of visits and checks are exemplary and up to date, and the student support manager carries out regular visits and maintains excellent contact with homestays and the residence. The school's software system is used effectively for alerting staff when re-inspections and updated checks are due.

W10 Students receive comprehensive information about their homestay and residential accommodation, including detailed information about the homestay household and information about travel from the accommodation to the school.

W11 There are very good formal and informal mechanisms for identifying issues with accommodation. Communication with students and hosts is handled sensitively, and where action is required, there is good evidence that it is carried out quickly and effectively. Hosts and students commented positively on the proactive support offered.

W12 Hosts receive thorough information in the form of a handbook, a contract and a separate guidance document. The residence has an annually renewed contract which includes the full range of required information.

<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>	
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.	Met

Comments

All criteria in the above area are fully met.

Leisure opportunities	Met
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.	Met
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.	Met
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	
W20 The social programme is varied and appreciated by the students. Students are encouraged to suggest activities and events for future programmes.	
W22 Activity plans feature well-planned risk assessments written by an experienced and trained member of the student support team. These are reviewed regularly by the staff delivering activities.	

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.	Strength
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	

The school enrolls mostly adult students through the year, with smaller numbers of students aged 16 or 17 and occasional separate closed groups of under 18s. In the summer months, the proportion of under 18s in the main school increases. The school also offers a separate residential junior summer school programme for students aged 12 to 17, delivered at separate premises at a local university. At the time of the inspection 16 of the 83 students registered were aged under 18.

S1 The safeguarding policy is comprehensive and is regularly reviewed by the safeguarding team. The policy clearly sets out a clear framework and procedures for following up and recording any safeguarding concerns.

S2 The policy is shared very effectively with staff, homestays, the residence team and partners overseas through face-to-face briefings and training. All staff and any homestays accommodating students under the age of 18 are appropriately trained. There is one member of staff trained to specialist level, and a further two to advanced level.

S4 The school has excellent processes for recording and tracking suitability checks and references, and where appropriate other police checks for all adults in roles with substantial access to students under 18. All members of the student support team have completed safer recruitment training.

S5 There are very good measures in place to ensure the safety of young people during their scheduled lessons and activities. These include daily sign-ins, a staggered timetable when groups of under 16s are studying in the school, and well-thought through risk assessments.

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	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 Liverpool
Other related non-accredited schools/centres/affiliates	NCG Cheshire (closed group centre)

Private sector

Date of foundation	7th July 2010
Ownership	Name of company: NCG (Manchester) Limited Company number: 07307172 Owned by: Sadiq Basha/NCG Holdings Ltd
Other accreditation/inspection	N/a
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	Salford University (Junior Summer School)

Student profile

	At inspection	Estimate at peak	Summer School (University of Salford)
ELT/ESOL students (eligible courses)	At inspection	July	July
Full-time ELT (15+ hours per week) 18 years and over	67	146	0
Full-time ELT (15+ hours per week) aged 16–17 years	16	58	54
Full-time ELT (15+ hours per week) aged under 16	0	0	123
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	83	204	177
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, Kuwaiti, Thai	Saudi, Kuwaiti, Thai, Turkish, Brazilian, South Korean	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	3–4 weeks	2–4 weeks
Junior programmes: predominant nationalities	N/a	Thai	Saudi, Kuwaiti, Turkish, Italian, Romanian, Kazakh, Spanish

Staff profile	At inspection	Estimate at peak	Summer School (University of Salford)
Total number of teachers on eligible ELT courses	6	13	8
Number teaching ELT 20 hours and over a week	6		
Number teaching ELT under 20 hours a week	0		
Number of academic managers for eligible ELT courses	2	3	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	10		
Total number of support staff	0		

Academic manager qualifications profile

Profile at inspection		
Professional qualifications	Number of academic managers	Summer School (Salford)
TEFLQ qualification and at least three years' full-time relevant teaching experience	2	2
Academic managers without TEFLQ qualification or three years' relevant experience	0	0
Total	2	2
Comments		
None.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	Summer School
TEFLQ qualification/profile	1	2
TEFLI qualification	4	6
ATEFL registered portfolio in progress	0	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	1
Holding specialist qualifications only (for ESP/CLIL)	0	0
Alternative professional profile	1	0
Total	6	9
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	30	13	0
Private home	0	0	0
Home tuition	0	0	0
Residential	7	0	170
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	29	4	7
Overall totals adults/under 18s	66	17	177
Overall total adults + under 18s	83		