

Organisation name	Suzanne Sparrow Plymouth Language School
Inspection date	6–8 August 2019

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in M26 and M27 have been addressed.

Summary statement
<p>The British Council inspected and accredited Suzanne Sparrow Plymouth Language School in August 2019. 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 private language school offers courses in general and professional English for adults (18+) and young people (16+), for closed groups of adults (18+) and young people (16+), and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, academic staff profile, and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Suzanne Sparrow Plymouth Language School was founded in 1978. Since the last full inspection the founder and former principal has assumed the role of chair of the company and another family member, who had taught in the school for a number of years, has succeeded her as principal. Many other members of staff, management, administration, and teaching, have also been with the school for several years.

The inspection took place over two and a half days. The two inspectors had meetings with the principal, the director of studies (DoS), the finance manager, the admissions officer, the digital marketing manager, the health and safety manager, the student accommodation and support officer, the social activity and programmes officer, and an activity leader. Focus group meetings were held with adult students and under 18s, teachers, and group leaders. All teachers teaching in the week of the inspection were observed. One inspector visited three homestays. An additional site (Plymouth College, Ford Park, Plymouth PL4 6RN), where one classroom was used for two peak weeks, was not accessible during the period of the inspection.

Address of main site/head office

72–74 North Road East, Plymouth PL4 6AL

Description of sites visited

The school occupies a four-storey period building close to the railway station and city centre. The ground floor comprises reception and the main office, a lounge for junior students, the office of the DoS, the staffroom, and a kitchen. There are three classrooms on the lower ground floor; four classrooms on the first floor; four classrooms, a lounge for adult students, and the finance/marketing office on the second floor; and a further four classrooms on the third (attic) floor.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English courses (15–25 hours) year round for students aged 16+, closed-group courses, and one-to-one teaching. In summer, an open-access summer activity course is offered for students aged 12–17. All these types of course were running in the week of the inspection.

Management profile

The management team consists of the principal, the DoS, and the (part-time) finance officer. The owner, who founded the school, continues to have oversight of the school.

Accommodation profile

Most students stay in homestay accommodation arranged by the school. There are approximately 130 hosts on the register, a majority of whom take under 18s. Full board is provided, including a packed lunch. All hosts are within walking distance of the school or located close to a regular bus service. The school also recommends a small number of hotels, most with discounts if booked through the school, and some self-catering accommodation. At the time of the inspection one agent had arranged homestay accommodation independently of the school. One inspector visited three homestays.

Summary of inspection findings

Management

Report expires 31 March 2024

The provision meets the section standard and exceeds it in some respects. There are good systems in place to ensure that the management of the provision operates to the benefit of the students and in accordance with the provider's stated goals, values, and publicity, although some weaknesses were noted in publicity. *Strategic and quality management* is an area of strength. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. 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 where needed.

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) which is well suited to the context. Teachers receive helpful guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit for students. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Good provision is made for the care of students. The homestay accommodation provided is of a high standard and generally accommodation is administered effectively. A wide range of leisure opportunities is provided to meet the needs and interests of the students, and activities are very well managed. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. Overall students under the age of 18 are appropriately safeguarded within the organisation and in the leisure activities and accommodation provided.

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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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

M4 Communication systems are effective and well suited to the size of the school. There are regular meetings of the management team, monthly meetings of teaching staff, and all-staff meetings are held twice a year. Meetings are minuted as appropriate. Informal communication is facilitated by an open-plan general office and the fact that this office, the teachers' staffroom and the DoS's office are all on the ground floor.

M5 Good systems are in place for the collection of student feedback. In addition to initial and end-of-course feedback, which is summarised annually, this is elicited through monthly tutorials for longer-stay students; there is also a suggestions box in the adult student lounge. Action taken on individual feedback is recorded on the database.

M6 There is good provision for staff feedback. This takes a number of forms: an annual staff survey, twice-yearly

all-staff meetings, annual appraisals and a suggestions box. Teachers in the focus group meeting reported that their views were taken into account.

M7 There are good systems for the inclusive review of systems, practices and processes. The annual development plan draws on feedback from students and staff, and evidence was seen that feedback from group leaders has also influenced processes.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
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.	Met

Comments

M8 Human resource policies are clear and implemented sensitively. Teachers in the focus group meeting were appreciative of the understanding shown for their individual circumstances.
M9 Job descriptions do not fully reflect individual roles and responsibilities and there was no evidence of review.
M10 Only one reference was on file for a recently employed teacher and for two homestays recruited since 2016. Additional references were supplied during or immediately after the inspection and this is no longer a point to be addressed.

Student administration	Met
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.	Strength
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.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Written student feedback is very positive about the helpfulness and approachability of staff. This was confirmed by the comments of students in the focus group meetings, and by group leaders.
M16 An understanding and flexible approach is adopted which takes account of individual circumstances. This applies not only to refunds but also to payment arrangements.
M19 No policy on lateness is made known to students.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. Social media is also used. A brochure can be made available in digital form.

M23 There are a number of linguistic inaccuracies and instances of wording which would not be easily accessible to a reader with limited language proficiency.

M25 Approximate costs are not stated for IELTS or TOEIC.

M26 Insufficient information is provided on the level of care for under 18s. There is no reference to 16–17 year-olds on adult courses or the journey from homestay accommodation to the school.

M27 The description of homestay accommodation is limited. There is no indication of the typical distance between homestays and the school, and the reference to homestay 'families' without any elaboration may be misleading.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P3 Separate lounges for juniors and adults, both appropriately equipped and furnished, offer good provision for student relaxation and the consumption of food. Both rooms are light and spacious.

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

Comments

P8 There is a good range of resources, both commercial and in-house, and these are clearly organised. The school subscribes to a professional magazine for teachers and there is a small methodology library, which is currently located in the DoS's office.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
<p>T3 The team have a good range of relevant experience. This includes teaching adults, juniors, and one-to-one, general English, examination-preparation, and specialist courses for closed groups. Two are IELTS examiners.</p> <p>T4 The sole academic manager is well qualified and has good relevant experience. He is TEFLQ and has a diploma in management. Before taking up his position as DoS in 2007, he had teaching experience in accredited schools.</p>	
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.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
<p>T6 Timetabling takes very careful account of student age, class size and the need for teacher and student movement. There are staggered timetables for adult and junior courses, and shorter lessons for juniors. Teachers of juniors are given first choice of rooms.</p> <p>T7 There are good arrangements for cover. A pool of teachers is available for cover in the event of a planned absence; the DoS also provides short-term cover. Cover lessons are available for adult classes.</p>	
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.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
Comments	
<p>T11 Very helpful guidelines for a range of different course types are provided. These include level syllabuses and sample weekly schemes of work related to in-house materials.</p> <p>T13 Course outlines with learning outcomes are available to some students but not others. The in-house course materials for juniors include intended course outcomes. Adult students are given general course outlines and weekly learning plans, but the stated outcomes relate only to morning classes and are not always achievement-oriented.</p>	

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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.	Met

Comments

T18 There are good systems for evaluating and recording student achievement and for monitoring progress. Scores on weekly assessments are recorded and used, when appropriate, as a basis for changing class. Monthly tutorials for longer stayers include student self-evaluation of progress, checks on the achievement of short-term goals, and teacher feedback.

T21 All students receive an attendance certificate and a report. Adult certificates and reports for both adults and juniors relate students' performance to the Common European Framework of Reference (CEFR).

Classroom observation record

Number of teachers seen	8
Number of observations	9
Parts of programme(s) observed	All

Comments

In order to sample all parts of the programme, one teacher was observed twice.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers modelled the language appropriately and gave clear explanations and examples. In the best lesson segments, they also provided additional support for learning by indicating syllable stress, pronunciation, and the use of vocabulary in context.

T24 Content was related to syllabuses and well suited to students' needs.

T25 In general, lessons were coherent and in some cases, very carefully staged. However, there was little evidence that learning outcomes for the specific lessons observed had been made known to students, and in some cases the learning outcomes that teachers had formulated in their lesson plans were rather general or represented teacher aims or activities.

T26 Teaching techniques were generally appropriate to the age of students and class size.

T27 In general, teachers made appropriate use of classroom resources, including teaching materials, and organised pairwork effectively.

T28 The extent to which teachers responded to learner errors varied considerably. In some lesson segments, no corrective feedback was observed; in others, pronunciation errors were allowed to pass even when correction would have benefited other speakers in the class of the same language.

T29 In the best lessons, teachers had clearly planned for evaluation of the intended learning outcomes; in other segments, it was not clear how the teachers intended to assess learning.

T30 Teachers created an atmosphere conducive to learning, showed interest in their students, and communicated a sense of purpose. All students were engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being satisfactory. Teachers modelled the language effectively and demonstrated an understanding of language systems. Content was suitable, lessons coherent, teaching techniques appropriate, and resources used competently. Teachers created an atmosphere conducive to learning, and students were fully engaged. However, in many cases relevant learning outcomes were neither communicated to students nor evaluated, and there was little evidence of corrective feedback.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 The school has good measures in place overall for the safety and security of students. The facilities manager has responsibility for health and safety. Fire and risk assessments are mainly thorough and up to date, but reference needs to be made to the potential risks of open windows in the adult student lounge on the first floor.

W3 The attention paid to the pastoral care of individual students is a strong feature of the school's provision. The principal takes a personal interest in every student, conducts monthly pastoral tutorials, and makes herself available to deal with any issues students may have in this area. The school provides a free bus pass to all students who book their homestay individually through the school.

W4 The school's bullying and harassment procedure is outlined in the employee handbook and it is referred to at student induction. However, there is insufficient reinforcement for students in handbooks or on posters about how to proceed if they wish to make a complaint in this area.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation	Met

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

Comments

W9 The three homestays visited were of a high standard. All offered the facilities required by Scheme criteria, and the hosts were all welcoming and interested in their students' welfare. Rooms were spacious and well furnished, and décor was attractive. One homestay offered ensuite facilities to all students placed there.

Accommodation: homestay only

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

Comments

All criteria in this area are fully met.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

W21 Students are directed to external web links to get advice in this area but all the links checked during the inspection had expired.

Leisure opportunities

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

Comments

W24 The school provides groups with a very well-balanced programme of social, cultural and sporting activities, according to the age of the students and their needs and interests. A provisional programme based on student feedback and previous experience is modified in discussion with agents. The few individuals enrolled in the school are offered activities based on their interests.

W25 Activities are very efficiently and effectively managed. The social activity and programmes officer leads a team of experienced activity leaders. Excursions are well prepared and staff very well briefed. Students are given maps showing orientation walks, and activity leaders are posted at various points along the way to provide guidance.

W26 Health and safety procedures are comprehensive and effectively managed. There are both generic and specific risk assessments and very comprehensive guidelines for staff, and regular feedback is sought after excursions. Staff to student ratios are generous.

W27 Sports activities are carried out in centres with professional staff to supervise them. The school carries out its own risk assessments over and above those of the centres.

Safeguarding under 18s

Safeguarding under 18s	Met
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S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school has closed groups of under 18s (for students aged 12 to 17) throughout the year and an open enrolment summer course for juniors aged 12 to 17. The school accepts 16 and 17 year-olds on year-round adult courses, although very few students of this age enrol. At the time of the inspection there were eight juniors enrolled and no 16 and 17 year-olds.

S4 One teacher who had taught under 18s early in the summer did not have a second reference until the day of the inspection. However, she was known to the school as a long-established homestay host. This is no longer a point to be addressed.

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	1984
Last full inspection	2015
Subsequent spot check (if applicable)	2016
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1978
Ownership	Name of company: Suzanne Sparrow (Plymouth) Language School Ltd Company number: 01383334
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	Plymouth College – hire of 1 classroom (Monday 8 July to Friday 19 July 2019 weekdays 09.00–12.00)

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	37	14
Full-time ELT (15+ hours per week) aged 16–17 years	2	20
Full-time ELT (15+ hours per week) aged under 16	9	106
Part-time ELT aged 18 years and over	0	3
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	48	143
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French	French, Spanish, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	French, Saudi	French, Spanish, Swiss, Polish

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	12
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
	Number of academic managers
Professional qualifications	
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
No regular scheduled teaching.	

Teacher qualifications profile

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	8
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	36	9
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	1	2
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	37	11
Overall total adults + under 18s	48	