

Organisation name	TEG Southampton
Inspection date	19–21 March 2018

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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses identified in M1 and M2 have been addressed.

### **Summary statement**

The British Council inspected and accredited TEG Southampton in March 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of student administration and teaching.

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

## Introduction

TEG Southampton is one of four schools in the Tompkins Educational Group (TEG); the others are in Portsmouth, Bristol and Cardiff. TEG Southampton (originally called 'Southampton Language College') opened in 2009.

The owner and principal has overall responsibility for all four TEG schools. In 2015 he appointed two vice-principals, each with responsibility for two of the schools. The vice principal with responsibility for Southampton and Portsmouth is also the director of studies (DoS) for TEG Portsmouth; the other vice principal, with responsibility for Cardiff and Bristol, is also the DoS for TEG Cardiff.

The principal and the vice-principal responsible for TEG Southampton visit the school at least once a week. The TEG Southampton DoS was appointed in 2015 and the assistant director of studies (ADoS) in 2016. Both have teaching timetables

TEG Southampton is located in the centre of the town. The majority of students live and work or study locally. Approximately half the provision is for part-time evening courses run on two evenings a week.

The inspection took place over one and three-quarter days, plus an evening of observations. Meetings were held with the vice principal, the director of studies and the office manager (who is also responsible for accommodation). Informal conversations were also held with the TEG principal and the office assistants. The social organiser was away during the week of the inspection. Separate meetings were held with the evening and day teachers and with groups of their students. One inspector visited three homestays and a hall of residence.

## Address of main site/head office

1 Brunswick Place, Southampton SO15 2AN

## Description of sites visited

The school occupies the whole of a 19<sup>th</sup> century building in the centre of Southampton, opposite a park. There are four floors, including the basement, as well as two mezzanine floors. An open-plan reception area is located on the ground floor, where the office manager, the DoS and the administrators work. Nine classrooms plus a small one-to-one room are spread over the four floors, together with a student lounge, a student waiting area and a study area. The teachers' room is on the top floor. Toilets and a kitchen for both staff and students' use are on the mezzanine floors. There is a small patio area off one of the mezzanine floors, and a staff car park to the side of the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 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 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

The school runs daytime general English courses for adults (16+) of 15, 20 or 25 hours per week, with the majority of students choosing 15 hours. Students aged 16 and 17 are enrolled on adult courses and form a maximum of five per cent of the intake. (During the week of the inspection, there were two under 18s out of a total of 87 students).

In the summer (June to August), there are courses for juniors aged nine–15.

A significant portion of the provision (approximately 50 percent) is part-time evening classes of five and a half hours run on two evenings a week.

Examination preparation classes are available in the day and evening.

Courses for closed groups of adults (16+) run throughout the year. Those for juniors usually take place in the summer.

One-to-one classes, which may be English for specific purposes, are run occasionally.

## Accommodation profile

The majority of students find their own accommodation, but the school is also able to offer accommodation in homestay and in two student halls of residence in central Southampton. The residences are used in the summer. One inspector visited a recently completed private student residence of 240 rooms on 11 floors, which offers studio flats each with a kitchenette, study area and shower room. The building is about 15 minutes' walk from the school and has 24-hour security, laundry facilities, a gym, movie and games rooms and free bicycle loan. The other, simpler residence is about five minutes from the school. No students were resident at the time of the inspection. The inspector also visited three homestays regularly used by the school. One homestay was hosting two students from the school; the others were not currently hosting but are used by the school regularly, especially in the summer.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Most aspects of staff management are handled well, student administration is friendly, efficient and thorough and the publicity is generally fair and accurate. Some aspects of strategic and quality management are in the process of being formulated, and are not yet available to all staff. *Student administration* is an area of strength.

### Premises and resources

The provision meets the section standard. The premises are well maintained and provide a suitable environment for staff and students. The learning resources are appropriate to the age and needs of the student.

### Teaching and learning

The provision meets the section standard. The academic staff team is appropriately qualified and provides sufficient guidance to ensure students are supported in their learning. Courses are structured and managed to provide benefit to students. *Teaching* was an area of strength

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are suitably met. Students benefit from well-managed student services and accommodation systems, and there is an appropriate provision for out-of-class leisure activities.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Not met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not 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.	Met
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.	Met

### Comments

M1 The organisation is in the process of articulating its goals and values, but these have not yet been clearly documented and staff are unaware of them.

M2 An annual marketing plan contains clear objectives in relevant areas and describes the need to set realistic targets in each. However, these have not yet been set, nor communicated to the appropriate staff.

M5 Feedback systems are good. Feedback is collected informally on the students' first day and also formally at three different points during their courses. The results are passed on to the relevant parties, analysed and documented in statistical and graph forms. Decisions taken as a result are communicated to students in the form of posters displayed in the school.

M7 There are systems in place to use feedback from students and staff to inform change (see M5). A self-evaluation form was also completed. These systems are in the process of being integrated into a quality review cycle to enable continuing improvement.

<b>Staff management and development</b>	Met
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.	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 All relevant policies are explained clearly in the staff handbook. Several staff members had worked at other TEG schools, some in different positions, and commented favourably on the ability to move to a different branch.

M9 Although job descriptions are reviewed annually, evidence of review is not documented.

M12 Clear procedures for monitoring and appraising staff include guidelines for dealing with unsatisfactory performance. There was recent evidence of these being followed fairly and supportively.

M13 Continuing professional development is mainly for teachers, though administrative staff have undergone relevant safeguarding, Prevent and first aid training, and requests to undertake further training in areas such as customer services, are being explored.

<b>Student administration</b>	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.	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.	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.	Strength

#### Comments

M14 Good customer service is seen as integral to the provision. Specific guidelines on issues such as answering the phone are outlined in the staff handbook. The office manager was previously a student at the school, providing useful insight into the student experience. A careful rota system ensures there are sufficient staff in reception at key times, and good cover arrangements include using the registrar based in Portsmouth if necessary.

M16 A good form and easy-to-use online system means that enrolment is efficient. Cancellation and refund policies are clearly stated in the terms and conditions and at enrolment. Personal circumstances are also taken into

account, flexible payment options are offered and refunds are handled sensitively. Reception staff are multi-lingual and often able to help students in their own languages.

M19 Attendance and punctuality policies are in the staff and student handbooks, with measures appropriately differentiated for adult and junior students. However, wording in the student handbooks currently suggests that 80 percent attendance is acceptable, rather than the lowest permissible level.

M21 The complaints procedure is clearly outlined in the staff and student handbooks and covered at the welcome meeting. It also forms part of an attractively presented poster in all classrooms. All complaints are documented, whatever the perceived degree of importance, together with a log of action taken.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the website, but there is a group-wide brochure plus a separate tri-fold leaflet for TEG Southampton, as well as course-specific fliers. A variety of social media is also used.

M22 In general, the publicity is accurate and gives rise to realistic expectations, though there are some claims made which are difficult to substantiate (e.g. 'We are now one of the largest chains of language schools'. 'Southampton is quickly becoming the economic centre of the south.').

M23 The language used in publicity is clear and simple overall and largely accurate. Thorough proof reading would eliminate the few typographical and grammatical errors.

M26 Information about the level of supervision given to under 18s is clear. However, It is contained in the 'Welfare and Safeguarding Policy' on the website, which may not be immediately obvious to parents or guardians.

#### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Strength

#### Comments

P1 The building has been sympathetically altered and the premises are well maintained. Circulation is unavoidably tight as staircases are narrow. Staggering breaks when there are juniors using the basement rooms, helps with overcrowding, but the toilets, although well presented, are only just sufficient for the students and staff.

P2 The classrooms are of different sizes and use different furniture to maximise space. All are bright and light with good natural light.

P4 Students are able to use the kitchen to get themselves drinking water, make themselves a free hot drink, or heat up meals. There are a number of food outlets within a few minutes' walk of the school.

P5 Signage is good and clear. A number of attractive posters have been produced in-house and are displayed throughout the school. Social programme notices are professionally presented, well maintained and up to date.

P6 The staffroom is an attractive space at the top of the building. There is good natural light from a number of

skylights, a large central table as well as some comfortable seating, a photocopier and computer with internet access. A keypad entry system ensures security. (See W1)

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
<p>P7 Resources are well organised and easily accessible.</p> <p>P9 There are three interactive whiteboards in the school, regularly used by a core group of teachers. These are kept in good working order by the vice principal.</p>	

## Teaching and learning

<b>Academic staff profile</b>	<b>Met</b>
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
<b>Comments</b>	
<p>T4 The TEFLI ADoS assists the TEFLQ DoS with administrative tasks, teacher support and peer observation. Formal observation is carried out by the DoS or the vice principal, both of whom are TEFLQ.</p>	

<b>Academic management</b>	<b>Met</b>
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.	Strength
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.	Strength
<b>Comments</b>	
<p>T7 There is a list of cover teachers that the school draws on. The DoS or ADoS are sometimes able to cover evening classes, since they teach during the day. Very occasionally classes are merged, or cancelled and money refunded.</p> <p>T8 Strategies for dealing with continuous enrolment are outlined in the staff handbook. New students are</p>	

highlighted on class registers and there was evidence that teachers and students view newcomers as positive additions to the class. New students are guided to revision pages in the coursebook, and the DoS gives suggestions for extra study where necessary.

T9 The DoS and ADoS both teach in the mornings, but give support and guidance during the break and at lunchtime and make themselves available for the evening teachers as necessary. This seems sufficient for the current staff, but would need reconsidering for less experienced teachers.

T10 Teachers are formally observed twice a year, with other less formal drop-in observations from time to time. Teachers were particularly enthusiastic about the peer observation that takes place twice a year. Observation informs appraisal interviews and teacher development sessions.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T11 There is a detailed syllabus for each level, with cross-referencing to coursebooks, extra materials and online resources. Although the syllabus appears to be based on a communicative framework, this is not clearly stated.

T12 Teachers, the ADoS and DoS review course materials every term (i.e. every four months), and make changes to the coursebook as necessary. The vice principal reviews the syllabus on an annual basis.

T13 A simplified version of the syllabus is available for students, together with schemes of work and relevant 'can do' statements. However, these are not presented in a way that makes them easily accessible or clear to students.

T15 Although study and learning strategies are included on each syllabus, these do not contain the detail or cross-referencing that would make them more useful to teachers and students.

T16 Each activity on the well-attended social programme explicitly identifies potential linguistic links and these are outlined at the beginning of the week (see W23). However, there was little evidence of links to the social programme in the lessons observed, or of encouraging students to bring in language from their work or home environments.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	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 Day students do a formal TEG exam once a term with less formal class tests taking place every two weeks.

T21 All students, irrespective of their length of stay, are provided with individual, professionally presented reports and certificates.

## Classroom observation record

Number of teachers seen	8
Number of observations	9
Parts of programme(s) observed	General English, examination preparation courses.
<b>Comments</b>	
One teacher was seen twice as she covered a class for an absent teacher. Evening and day classes of general English and examination preparation classes were observed. Skills lessons taking place in the afternoon were not observed.	

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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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

<b>Comments</b>
T23 There was evidence of good language awareness in most of the lesson segments observed. Teachers were clearly in the habit of noting the parts of speech of new words, and students understood the terminology used. Attention was drawn to phonology; word or sentence stress was marked and the phonemic script was used confidently.
T24 Lesson plans showed a good awareness of students' individual personalities, but there was less focus on their linguistic difficulties or their specific areas of interest or need.
T25 Activities were well staged and progressed logically. Lesson aims were written on the board in every lesson observed, but these generally reflected the stages of the lesson, rather than learner outcomes, and links to the schemes of work were not obvious.
T26 A variety of appropriate teaching activities was observed in most lessons. These included concept checking, controlled oral practice, pair work, group work, games and integrated listening skills. There was excellent elicitation in some lessons, which ensured that students were fully engaged.
T27 Classrooms were well managed, with seating arrangements to suit the room and the activity. There was excellent whiteboard work in most lessons, with colour used purposefully to highlight language.
T28 Teachers generally monitored students' language, and gave students positive feedback or opportunities for correction. However, sometimes those students not actively being monitored were overlooked and in general students would have benefited from a more thorough and principled approach to error correction.
T29 Tasks were of an appropriate length and progressed logically from simpler to more difficult activities. Teachers often referred back to previous lessons, or to homework that had been set.
T30 In all lesson segments observed, including the cover lesson, teachers knew the names of their students and used nomination well. There was a positive, collaborative, atmosphere with good student/student and teacher/student interaction and a good variety of teacher and student led activities. Teachers projected their voices well and there was evidence that they could change activities in response to unanticipated needs.

<b>Classroom observation summary</b>
The teaching observed met the requirements of the Scheme and exceeded it in some respects. It ranged from excellent to satisfactory with the majority being good. Teachers had a good awareness of language, including phonology. They prepared and delivered well staged lessons, which progressed logically from simpler to more challenging tasks. Classrooms were managed effectively, with boardwork being particularly good. A variety of task and a good use of nomination ensured that students were actively engaged and that there was a positive learning atmosphere in all lessons observed.

## Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
<p>W1 A very good level of safety and security is provided. The school has CCTV covering it inside and out, classrooms have digital locks, there are four fire evacuation drills per year, visitors must sign in and out and wear visitor badges; there is a trained fire marshal, and four first aiders.</p> <p>W4 All staff, students and hosts receive appropriate guidance and training on the school's policies to promote tolerance and respect but some of the information on warning against bullying and harassment is presented in unnecessarily difficult language.</p> <p>W7 Students receive a comprehensive and accessible level of relevant advice at their induction presentations and from their illustrated handbooks on aspects of life in the UK including British law, customs and 'etiquette', tips on learning English outside the classroom, and 'keeping safe and happy'. (There are different versions for adults, 16–17 year-olds and under 16s.) The handbooks are provided in electronic form with hard copies kept in the student lounge.</p>	
<b>Accommodation (W9–W22 as applicable)</b>	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
<p>W12 Students receive accurate information about their accommodation in advance, with its location shown on a map, relevant transport costs and, in the case of homestays, a profile of the household.</p>	
<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	Met

request this in writing.	
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

None.

<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.

<b>Leisure opportunities</b>	Met
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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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

W23 There are posters for the week's social programme displayed in the classrooms. Teachers explain the week's programme and the relevance of its activities ('great for making friends/ British history/listening skills') when they put it up on the classroom noticeboard at the start of the week. A monthly programme is posted around the school and is available with updates on the website and social media.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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

At the time of the inspection two of the 87 students were under 18. In general, students aged under 18 account for less than five per cent of the provision.

S2 All staff, homestay hosts and other relevant adults have basic awareness safeguarding training and, where relevant, update training. There is a designated safeguarding lead (DSL) for the group trained to a specialist level, and a designated safeguarding person (DSP) for the Southampton school trained to advanced level.

S5 Courses for under 16s are conducted in a self-contained area of the school, with separate student relaxation facilities. Lesson times and breaks are at different times from those for the adult provision.

S6 There are separate student handbooks for 16 and 17 year-olds and for under 16s, which specify relevant school rules. Appropriate rules are also made clear on the relevant consent forms that parents sign.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

- Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.
- On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.
- Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
- Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.
- Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	2010
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	French and Spanish courses, ELT training courses, online English lessons
Other related accredited schools/centres/affiliates	TEG Portsmouth, TEG Bristol, TEG Cardiff
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2007
Ownership	Name of company: Portsmouth Language College Ltd Company number: 06181002
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)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week

Full-time ELT (15+ hours per week) 18 years and over	45	65
Full-time ELT (15+ hours per week) aged 16–17 years	2	5
Full-time ELT (15+ hours per week) aged under 16	0	15
Part-time ELT aged 18 years and over	40	40
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>87</b>	<b>125</b>
Junior programmes: advertised minimum age	N/a	9
Junior programmes: advertised maximum age	N/a	15
Junior programmes: predominant nationalities	N/a	Saudi, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–35	18–30
Adult programmes: typical length of stay	4 weeks–6 months	2 weeks–2 months
Adult programmes: predominant nationalities	Spanish, Saudi, Italian	Spanish, Saudi, Italian

<b>Staff profile</b>	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	2	
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	1	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2

The DoS is TEFLQ, the ADoS is TEFLI, though currently part way through a course leading to a diploma-level qualification. Both teach; the DoS teaches for 15 and the ADoS for 21 hours a week.

#### **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**

The DoS and ADoS are not included in these figures, though both were teaching during the week of the inspection, though the DoS was not teaching during the inspection itself.

#### **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	5	2
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	35	0
Staying in privately rented rooms/flats	45	0
Overall totals adults/under 18s	85	2
Overall total adults + under 18s	87	