

Organisation name	The Language Gallery, Birmingham
Inspection date	26–27 November 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 three months to demonstrate that weaknesses in W1 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited The Language Gallery, Birmingham in November 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).

This private language school offers courses in general and academic English for adults (18+) and young people (16+).

Strengths were noted in the areas of premises and facilities, course design, teaching and accommodation.

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

Introduction

The Language Gallery school (TLG) in Birmingham is part of a group of three UK schools, with the others in London and Manchester, each with separate accreditation. There are also schools in Berlin and Hannover (teaching German), and Toronto and Vancouver. The schools are owned by Global University Systems (GUS), a company based in London with an international network of higher education institutions offering a variety of programmes including degree courses, professional and corporate training, as well as ELT.

Since the last spot check in June 2016 to inspect new premises, there have been major staff changes in the school. The academic manager, senior teacher and student engagement officer (SEO) in 2016 are no longer in post. A centre manager (CM) and an academic co-ordinator were appointed and worked together until April 2019 when the CM left and the academic co-ordinator was made redundant. The academic manager appointed in May 2019 resigned in October 2019. A new SEO was appointed in April 2019 and a new CM in October 2019.

Recruitment of a new academic manager for the Midlands (to be responsible for the Birmingham school and a new TLG school opening in Nottingham in spring 2020) is about to begin. Academic responsibilities meanwhile are being shared by the TLG academic director and the academic managers from the London and Manchester schools.

In August 2018 the school moved to new premises in a business district in the centre of Birmingham.

The inspection took place over a day and a half with two inspectors. They talked to the TLG academic director, the TLG compliance and quality assurance manager, the centre manager and the student engagement officer. One inspector spoke by phone with the admissions officer based in the Manchester school. One inspector spoke by phone to the accommodation and welfare manager in the London head office, and to the school's contact staff member in the British Council registered agency that organises the school's homestay accommodation. Focus group meetings were held with teachers and with students. All teachers timetabled during the inspection were observed.

Address of main site/head office

Second Floor, 63 Church Street, Birmingham B3 2DP

Description of sites visited

The school occupies the second floor of a modern office building in the centre of Birmingham, accessible by lifts, and in an area close to good transport links. A reception counter has two workplaces. There are six classrooms and an open student area with tables and chairs, noticeboards and a TV screen; there is Wi-Fi provision throughout. Two of the classrooms are designated as male and female multi-faith rooms. There is a teachers' room with workplaces, including one for the CM, and a kitchen, with seating, shared by staff and students. There are male and female toilets.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
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 of 15, 18.75 or 22.5 hours at levels A1 to B2+ for students aged 16+. Core classes comprise 15 hours; five elective classes can be added for a more intensive course of 18.75 hours or ten electives to make a total of 22.5 hours. Academic English and preparation classes for IELTS of 15 hours are offered. An English for Work class runs in the evenings.

At the time of the inspection four general English classes were running, one academic English and one IELTS class, together with eight electives. An English for Work class was running on one evening. One-to-one is offered but none was taking place during the inspection.

Management profile

The TLG academic director in the London head office reports to the managing director. The school's CM reports to the academic director. As there is currently no academic manager in the school, academic support is being provided by the academic director and the academic managers from the London and Manchester schools. Welfare, accommodation and safeguarding is managed by the accommodation and welfare manager in head office.

Accommodation profile

Nearly all students find their own accommodation in Birmingham or live with relatives. The school uses an accommodation agency registered with the British Council to provide homestays. Five students were in homestays at the time of the inspection. The school also offers to help students find residential accommodation. They currently make use of two such residences, which the school monitors regularly. One student was staying in one of these residences at the time of the inspection.

One inspector held a phone conversation with the school's main contact at the registered accommodation agency.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students. Communication is good. Enrolment procedures are generally efficient but the way information about students' emergency contact details is recorded needs attention. A few weaknesses in publicity were noted.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are excellent and provide students and staff with a very 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. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff 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. Course design is principled and structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, particularly the accommodation provided by the accommodation agency. *Accommodation* is an area of strength.

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 organisation, in any leisure activities and within the accommodation provided by the agency used by the school.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	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.	Met
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 goals and values of the organisation are set out in the CM handbook. There was no evidence of the information being available to, and understood by, all staff. Following the inspection the goals and values statement was added to the website.

M4 Communication is good. At head office there are regular meetings and much informal communication as the senior team works closely together. There has been close co-operation among the academic management team to maintain good channels of communication in the school. There are weekly staff meetings and email, telephone and online discussions take place.

Staff management and development	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.	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

M9 Job descriptions are in place but they are not dated and there was no evidence that they are reviewed regularly.

M10 The organisation's recruitment policy and procedures are clear. There were no references on file for a teacher recruited in 2017 and only one reference on file for the SEO appointed in April 2019. A second reference for the SEO was provided immediately following the inspection.

M12 The appraisal policy states that staff should have bi-annual appraisals. There were appraisal records for four teachers from autumn 2019; other staff in the school are new and not yet due appraisals. No previous appraisal records had been maintained.

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.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not 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.	Strength
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 The staff at the reception desk are very friendly and approachable. Written student feedback is very positive about the helpfulness of staff, and students commented similarly in the focus group meeting.

M15 Students have access to comprehensive information about their course choices from the centralised sales teams and agents before enrolment. In the school they are supported in their course choices by well-informed staff.

M18 Student records sampled contained local contact details and a pro-active system of checking the information is in place. Information about an emergency contact's knowledge of English is not collected. Five of the six student records sampled, paper-based and digital, did not hold complete information about emergency contact details. Records were not easily accessible.

M20 Conditions and procedures under which a student may be asked to leave the course are made very clear to students in their handbook. All students have to sign a code of conduct on their first day.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	Not 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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The school's publicity comprises a website for all TLG schools and a printed brochure, which is also downloadable as a pdf file from the website.

M24 The minimum age for enrolment in the Birmingham school is 16 but in the terms and conditions the minimum age was stated as 18. This was corrected immediately following the inspection and is no longer a point to be addressed.

M28 In the new 2020 brochure teachers are referred to as 'fully qualified', which is not the case for the majority of teachers in the school during the inspection.

M29 An incorrect Accreditation Scheme marque is used in both the 2019 and the new 2020 brochure, and on the price list on the website.

Premises and resources

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

P1 The premises are excellent throughout. They are smart and maintained to a very high standard of repair, cleanliness and decoration, and provide a very comfortable environment for students and staff.

P2 All six classrooms provide a very good study environment. All have good equipment, are quiet, have good natural light, appropriate furniture and air conditioning.

P3 The attractive open student area with tables and chairs encourages students to socialise and spend breaks together. There is a well-equipped kitchen where students and staff can heat food, eat and chat; there are shops and cafes where students can buy food within walking distance of the school.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	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

All applicable criteria in this area are fully met.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T4 While there is no academic manager in the school, academic leadership is being provided by the academic director and the two academic managers, who are TEFLQ and have relevant experience, from the London and Manchester schools. The academic director is very well qualified and has a wide range of experience in different teaching and academic management contexts.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Strength
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.	Met

Comments

T5 Teachers are matched appropriately to courses with their experience and preferences taken into account. Consideration is also given to providing opportunities for them to develop their skills by teaching new levels and

course types; team teaching plays an important role. Particular care is taken to match knowledge and experience when allocating teachers to one-to-one courses.

T8 Careful attention is paid to continuous enrolment to ensure courses are relevant to all students, regardless of their starting level and length of course. New students are inducted efficiently and join classes promptly on their first day. Course content is based on a thematic approach and coursebook units are selected according to the learning needs of the group and taught as weekly stand-alone units. Clear guidance is given in the teachers' handbooks.

Course design and implementation	Area of strength
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.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Strength

Comments

T11 The school's approach to course design is clearly explained in the teachers' handbooks: a communicative approach comprising the lexical approach, task-based learning and guided discovery. A rationale is provided, as well as detailed notes to support teachers in their planning.

T12 The academic director leads on reviewing course design and coursebooks in regular meetings with the schools' academic managers, and careful account is taken of feedback from students and teachers. There was evidence of recent changes made as a result of this review process.

T16 The school supports students well in developing their language skills outside the classroom by offering four hours per week of 'Smart lessons' free of charge and open to all students. These sessions combine language learning, led by the SEO, with trips and other social activities.

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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 There are good measures in place for evaluating, monitoring and recording students' progress, including weekly summative tests, practice tests for IELTS classes and weekly tutorials.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, academic English, IELTS preparation.

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated a sound knowledge of the use of English and provided appropriate written and spoken models. They gave clear explanations with relevant examples. Recording of new vocabulary was not always well planned and often lacked helpful information such as word stress and context.

T24 Lesson content was clearly relevant to course objectives and took account of students' cultural backgrounds. Topics and materials were appropriate. Class profiles varied in detail and lesson plans varied in the extent to which lesson content took account of students' learning needs.

T25 Lesson objectives were expressed as outcomes and were clearly expressed, relevant and shared with students. Lesson plans were very coherent with good sequencing and included skilful reviews of work completed in earlier lessons.

T26 A good range of teaching techniques was seen, including nomination, good prompting, elicitation, concept checking, and summarising. There was a good balance of teacher input and student output, with teachers allowing time for students to produce longer utterances, and an effective range of interaction patterns.

T27 Competent use was made of classroom technology and teachers also made very creative use of the whiteboard-painted walls. A good variety of well-presented resources was used confidently.

T28 Feedback was positive and encouraging. Some self-correction was prompted, and effective whole-group identification and correction of errors was seen. Correction of pronunciation was inconsistent.

T29 Lesson plans included reference to evaluation of learning and lessons moved smoothly from input to consolidation activities. A range of ways of evaluating learning was seen, including practising new language in dialogues and self-evaluation of written work students had completed.

T30 All teachers had established excellent rapport with their students and graded their language well so activities ran smoothly. Students worked successfully in pairs and small groups, monitored well by their teachers, and were fully engaged. There was a very positive learning atmosphere in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being good. Teachers demonstrated a sound knowledge of the language, lesson plans were well staged and coherent, and a good range of resources was used confidently. Feedback was appropriate, although correction of pronunciation was inconsistent. Learning was evaluated in a range of ways. Classroom management was effective and there was a very positive learning atmosphere in all classes.

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.	Not 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.	Not 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 two members of staff responsible for safety and security within the school were not familiar with the premises risk assessment.

W3 Welfare provision is of a high standard. Students knew who to speak to about welfare issues and appreciated the friendliness and approachability of the SEO, who is responsible for welfare. There is special provision for under 18s and tutorials include a pastoral focus. Students in homestays provided by the accommodation agency also have access to appropriate pastoral care through the agency.

W6 Insufficient information is provided on forms of transport from a range of points of entry to the UK and their costs.

Accommodation (W9–W22 as applicable)	Area of strength
<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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 The accommodation agency's homestay visitors are very experienced. As well as the scheduled two-yearly visits, random spot checks are also carried out. The systems of record keeping are efficient, and information is easily accessed by running regular reports. The school inspects its recommended residences at regular intervals.

W12 The confirmation of the booking provided by the accommodation agency, which is distributed by the school, gives very full information, including a pen portrait of the 'family', as well as photographs of the accommodation. There is additional information about the local area.

W13 The school gathers accommodation feedback early in a student's stay and then at regular intervals. This feedback is passed to the agency. Accommodation agency staff contact client schools regularly to check levels of satisfaction and they are available 24/7 to respond to issues or problems. Detailed logs and records are kept of any issues and actions taken. These are discussed with client schools. The school reported that the agency responds quickly and effectively.

W14 The agency's conditions are confirmed with every new booking. Special requirements are made known and discussed with the homestay hosts, who also receive their students' school itineraries.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	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.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities

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.	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

All criteria in this area are fully met.

Safeguarding under 18s**Safeguarding under 18s**

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.	Not 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.	Strength
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

There was one under 18 at the school during the inspection. In the previous 12 months 33 under 18s had attended the school, with the majority present in the summer.

S3 Overall this criterion is met. The parental consent form is comprehensive and includes a copy of the student code of conduct. However, the language of the document is often too complex.

S4 There were no references on file for one teacher recruited in 2017. A member of the school staff who was awaiting the completion of suitability checks had accompanied students on an activity outside the school.

S7 The accommodation agency ensures that homestay hosts are always aware of the rules for the students for each booking and the procedures for dealing with emergencies. Risk assessments are carried out during visits to homestays, including the journey between the accommodation and the school.

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	27–28 May 2015
Last full inspection	27–28 May 2015
Subsequent spot check (if applicable)	June 2016 (new premises)
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	January 2017
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Evening courses (MFL)
Other related accredited schools/centres/affiliates	TLG London, TLG Manchester
Other related non-accredited schools/centres/affiliates	TLG Germany, TLG Canada

Private sector

Date of foundation	29 July 2008
Ownership	Name of company: Accent Language Ltd Company number: 06658727
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)
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	73	93
Full-time ELT (15+ hours per week) aged 16–17 years	1	13
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	74	106
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a

Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	6 months	6 months
Adult programmes: predominant nationalities	Saudi, French, Spanish	Saudi, Korean, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	8
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	0* see below	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0* currently in school
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2** see below
Comments	

* There is currently no academic manager in the Birmingham school.

** Academic support is being given by both the London and Manchester academic managers and the academic director, including frequent visits to offer CPD, conduct observations and provide everyday support. Meetings are done in person or online.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6

Comments

Cover teaching is provided by the SEO who is TEFLI.

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	4	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		

Staying with own family	0	1
Staying in privately rented rooms/flats	68	0
Overall totals adults/under 18s	73	1
Overall total adults + under 18s	74	