

Organisation name	Twin English Language Centre London
Inspection date	5–6 March 2019

Section standards	
<p>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.</p>	Met
<p>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.</p>	Met
<p>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.</p>	Not met
<p>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.</p>	Met
<p>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.</p>	Met

Recommendation
<p>We recommend that accreditation be placed under review because the section standard for teaching and learning was not met. The period of review to be ended by a spot check within 12 months focusing on course design and teaching. Evidence must be submitted within three months to demonstrate that weaknesses in W26 have been addressed. The required evidence was subsequently submitted.</p>

Summary statement
<p>The summary statement has been withdrawn and should not be used.</p>

Introduction

Twin English Language Centre London forms part of the Twin Group, which has another English language centre in Eastbourne.

Twin English Language Centre offers courses for adults and young learners aged 10 and over. All students aged under 16 are in closed groups accompanied by group leaders. Some students book as individuals, but the majority come booked through agents.

The inspection took place over two days. The inspectors met with the managing directors, acting head, acting director of studies, and key managers in premises, sales, marketing, operations and human resources. Focus groups were held with students, teachers and group leaders. All teachers timetabled to teach during the inspection were observed. One inspector visited three homestays and residential accommodation in Greenwich.

Address of main site/head office

The Greenwich Centre, 12 Lambarde Square, Greenwich, London SE10 9GB

Description of sites visited

Twin English Centre London is based on the first floor of the Greenwich Centre, a modern building located within walking distance of the centre of Greenwich. The building houses the school and Twin headquarters on the first floor. There is also a fitness centre and swimming pool in the basement, a public library and cafe on the ground floor, and a general medical practice on the second floor. The first floor is accessed via lift or stairs. The school and headquarters are in separate areas of the same floor.

The school comprises 20 classrooms, a small library, administrative offices, a staffroom and four small meeting rooms. There is a large furnished student relaxation area with computers. The building is accessible for people with disabilities.

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 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 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 courses to students aged 16 and over; students aged 16 and 17 are enrolled on adult courses. For these students the school offers general English courses of 15 hours per week, intensive courses of 21 hours per week and 'Unlimited' courses of 30 hours per week. Parent and child and one-to-one courses are offered, as well as a range of elective classes.

In addition, the school offers closed group courses to students aged 10 upwards throughout the year, and general English for juniors aged 10 upwards in the summer.

Management profile

The school is managed by the operations and human resources director, who reports to the chief executive officer of the Twin Group.

The operations and human resources manager line manages the procurement, operations, and accommodation departments, as well as the academic management team.

The academic management team is usually led by the head of schools who oversees directors of studies at each school. At the time of inspection, the head of schools was on leave, and the director of studies was acting head of the London school, supported by the assistant director of studies.

Accommodation profile

The school offers the following accommodation options: homestay for adults and juniors, and residential and flatshare for students aged 18 or over. All accommodation is currently arranged by the school's operations team which has special responsibility for accommodation. At the time of the inspection all but eight of the students placed by the school were in homestay accommodation. The school aims to place students within one-hour travel distance of the school but some travel times are longer.

The school makes use of nine purpose-built student residences in zones 1, 2 and 3. The closest residence is within walking distance of Greenwich town centre.

Summary of inspection findings

Management

The provision meets the section standard. The school is well managed to the benefit of the students. Effective review systems are in place. The school's goals, values and publicity are aligned and communication is good. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises offer students and staff a very pleasant and professional environment for work and relaxation. A range of learning resources is available to students, appropriate for their age and needs. *Premises and facilities* is an area of strength.

Teaching and learning

The provision does not meet the section standard. The teaching observed did not meet the requirements of the Scheme. The academic management and teaching team are suitably qualified and experienced. Learner management is effective. There is need for improvement in *course design and implementation* and *teaching*.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with good pastoral care, and offers a wide range of comfortable, conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of students but supervision arrangements need to be strengthened. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. A comprehensive safeguarding policy is in place and a summarised version is made available to staff, group leaders and homestay hosts. Training is appropriate and supervision arrangements in the school at the time of the inspection were sufficient.

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.	Strength
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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Strength

Comments

M1 The values and goals of the organisation are integral to how all departments work. Their relevance is understood and articulated by the management team.

M3 The structure of the operation is clear. It is communicated to staff and students through noticeboards, handbooks and induction. Training across departments ensures that there is extensive cover for roles throughout the organisation.

M5 There are comprehensive arrangements for collecting student feedback through questionnaires and regular focus groups. Feedback is disseminated to departments, which develop action plans accordingly.

M7 The school has a systematised process which takes into account student and staff feedback, inspection reports, and cross departmental reviews. The process feeds into a thorough business improvement plan which informs the actions of all departments.

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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
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 resources policies are comprehensive and effectively communicated to staff through induction and handbooks. Staff feel valued and well supported, and there is excellent provision for staff welfare.

M10 Detailed and comprehensive recruitment procedures are in place. Whilst the majority of staff files were complete at the time of inspection, some records lacked evidence that qualifications had been verified and original certificates seen. This was rectified during the inspection and is no longer a point to be addressed.

M11 Thorough induction programmes are in place for all departments including mentoring, quizzes and opportunities to shadow or observe more experienced colleagues.

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.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not 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 The organisation is committed to high levels of customer service and this is reflected in excellent student feedback. Teams are trained to cover each other and are able to retrieve student information easily.

M19 Attendance and punctuality policies are made known to students and staff through induction, handbooks, noticeboards and signs on classroom doors. There is systematic and prompt follow up on student absence and lateness, which is then recorded on the student database.

M20 The possibility of being asked to leave the course is mentioned in the student handbook, but there is insufficient information about the conditions or procedures under which this could happen.

M21 There is a clear and consistent complaints procedure which is communicated to students through the student handbook, induction and noticeboards. Student complaints are recorded and followed up systematically.

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.	Strength
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.	Not 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.	Met

Comments

The school's publicity comprises a website and a brochure. These contain information about all Twin English Language Centres, and link to separate pages for each school. The school also has a presence on social media, with updates on school activities and achievements.

M22 The website and brochure have clear and up-to-date descriptions and photographs of school facilities, and the current leisure programme.

M24 Information on course content is clear, detailed and consistently presented across the brochure and website.

M26 Level of care for under 18s was not clearly described on the website. This was rectified during the inspection and is no longer a point to be addressed.

M28 The description of teacher qualifications on the website was inaccurate. This was corrected during the inspection and is no longer a point to be addressed.

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.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The building is smart, attractive, well maintained and clean. There is access to all spaces for people with disabilities.

P2 All classrooms are in a good state of repair, spacious, with natural light providing a comfortable learning environment.

P3 The student lounge located in the foyer area is large, comfortable and welcoming. It provides ample space for students to socialise and study when not in classes.

P5 Signage is clear, consistent and useful. Fire and safety signage is appropriately located. Noticeboards are attractive, neat and provide students and visitors with up-to-date information.

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.	Not met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 There is a good range of electronic resources available for teachers. However, teacher methodology and reference books are limited in number and range, and are poorly organised.

P9 There is a good range of technology available in the classrooms and this is well maintained. Teachers receive training in the use of technology and there is immediate technical support available on site.

P12 There is a systematic policy and procedure for reviewing coursebook materials. Other resources would benefit from a similar approach.

Teaching and learning

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

Comments

T1 Of the eleven teachers employed during the week of the inspection, one did not have a Level 6 qualification. A rationale was provided for this teacher and was accepted in the context of this inspection because of prior English language teaching experience, extensive experience working within an education context, and continuing support from the academic management team.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	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

T7 Cover arrangements are clear and structured. There is extensive cover available on site, even during peak periods.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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.	Not 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.	Not met

Comments

T11 Course design is based on the coursebook. Whilst the syllabus is split into individual weeks, the content has not been broken down sufficiently. In addition, there is no overview of the course.
T12 Course design is systematically reviewed. However, reviews are mostly based on feedback on coursebooks and would benefit from taking a wider view, for example, student needs, context, and other resources.
T14 There is no guidance for teachers on the rationale, parameters and learning outcomes of monthly class trips, which they are expected to plan and lead, and which are considered part of the curriculum.
T16 There is little evidence of opportunities for students to develop their skills outside the classroom. Teachers need more support and guidance in how to bring the course to life and connect it to the context of living and learning in London.

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.	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.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T21 All students receive an end-of-course report and certificate. However, the reports sampled used complex language and contained language errors.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General English morning and afternoon classes; closed groups; English for work; conversation classes.

Comments

None.

Teaching: classroom observation	Need for improvement
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.	Not 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.	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.	Not met
Comments	
<p>T23 Almost all teachers' language awareness was good. Teachers provided accurate models of the language, and there were examples of well-explained vocabulary. In some classes explanations of grammar were not clear.</p> <p>T24 Planning made no reference to specific student profiles or learning needs. In most cases the topics and materials selected did not take into account the course objectives and students' cultural backgrounds.</p> <p>T25 Activities were planned to meet learning outcomes, and lessons were appropriately staged. However, in the majority of classes learning outcomes were not shared with students.</p> <p>T26 There was evidence of appropriate teaching techniques in the better teaching segments, although in some classes, techniques were limited and inconsistent, resulting in excessive teacher talking time.</p> <p>T27 Instructions were generally adequate. Teachers made effective use of the whiteboard and interactive whiteboard. However, in many classes the coursebook was not adapted sufficiently to meet the needs of the students and the range of resources used was limited.</p> <p>T28 Students received appropriate feedback on performance through individual monitoring and whole-class correction.</p> <p>T29 There were several examples of concept checking but there was little evidence of strategies for ongoing assessment of student learning.</p> <p>T30 In most classes students were insufficiently engaged in learning and not motivated by the topic or materials. In some classes there was extensive use of L1.</p>	

Classroom observation summary

The teaching observed did not meet the requirements of the Scheme and ranged from good to unsatisfactory with the majority of the segments being weak or satisfactory. Teachers demonstrated knowledge of the linguistic systems of English. There was very little evidence of planning that took into account students' cultural backgrounds, learning needs and profiles. While learning outcomes were planned, they were not shared with students. There was considerable variance in the employment of appropriate teaching techniques from good to limited. There was effective use of classroom-based resources, although coursebooks were often not adapted to meet student needs. In the majority of segments, there was monitoring of students, but very few examples of ongoing assessment of student learning. There was not a positive learning atmosphere in most classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength
Comments	

W1 The safety and security of students is the responsibility of the head of procurement, and staff have been well briefed in all relevant areas. There are detailed safety procedures in place, including thorough risk assessments, a personal emergency evacuation plan, and fire drills. Appropriate training is given to fire marshals.

W2 There is a comprehensive emergency response policy, and a separate lockdown procedure known only to relevant staff. Clear advice and instructions are given on how to respond to emergencies, including directives on communication.

W3 The attention paid to the pastoral care of individual students is a strong feature of the school's provision. Students aged 16 and 17 on adult courses are given a separate induction and continuing support through weekly

tutorials.

W8 First aid provision is very good, and the health and safety officer has been trained to deal with mental health issues. There is a GP surgery in the same building, which can provide help in the case of a medical emergency.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	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.	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

W9 The quality of the facilities in the three homestays visited during the inspection ranged from satisfactory to good. The residence inspected offered students a comfortable living environment.
 W13 Problems are normally identified and resolved quickly but formal initial feedback is not carried out until the end of the first week.
 W14 The homestay handbook for hosts is excellent. It is both informative and attractively presented, and includes an arrival day checklist, and a frequently asked questions section.

<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.

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

Comments

W21 As most students stay for short periods, there is no demand for private rented accommodation.

Leisure opportunities	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.	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.	Not met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W24 The leisure programme for closed groups is organised by the operations team leader in collaboration with the overseas agent; the programme for individuals is organised by the head of student services. The programme for individuals is varied and appropriate to the age and interests of the students.	
W26 Risk assessments are clear and regularly updated. However, there are insufficient checks that supervising staff have read and understood the risks.	

Safeguarding under 18s

Safeguarding under 18s	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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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 enrolls students aged 16 and 17 on to its adult courses, and runs closed groups for under 18s under the supervision of group leaders. At the time of the inspection there was one student under 18 enrolled on an adult course and there were 64 students aged 16 or 17 in closed groups. There were also 12 students aged under 16 in the closed groups. During the peak week in July the total of under 18s in the school rises to approximately 135. Parent and junior courses are also offered. All students under the age of 18 are required to stay in homestay accommodation.

S1 There is a clear and comprehensive safeguarding policy, including policies for e-safety and social media. The policy is supported by codes of conduct and age-differentiated procedures for dealing with under 18s.

S2 Provision in this area is very good. The safeguarding policy is summarised for staff, homestay hosts, and group leaders. All staff and homestay hosts do basic online training, and there are two specialist trained staff in the school. Four headquarters staff are also specialist trained. The Designated Safeguarding Lead (DSL) provides in-house training to all relevant staff, and the training concludes with a useful quiz to check comprehension.

S5 During the inspection, on-site supervision was sufficient, and appropriate risk assessments were in place. When junior groups are onsite there are staggered breaks, and a designated classroom is made available for juniors at lunch time. However, given the nature of the school premises and shared toilet arrangements, it would be difficult when there are larger numbers of juniors present, for juniors and adults not to come into contact, and inspectors expressed the view that during peak weeks supervision arrangements would need to be reassessed.

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	2006
Last full inspection	2015
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	Group travel; work experience; government funded training programmes
Other related accredited schools/centres/affiliates	Twin English Centre Eastbourne; Twin Summer Centres
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1995
Ownership	Twin Training International Ltd Company number: 3118260
Other accreditation/inspection	ISI

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	N/a

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	100	160
Full-time ELT (15+ hours per week) aged 16–17 years	65	70
Full-time ELT (15+ hours per week) aged under 16	12	65
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	177	295
Junior programmes: advertised minimum age	N/a	10
Junior programmes: advertised maximum age	N/a	15
Junior programmes: predominant nationalities	N/a	Italian, Chinese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–58	18–62
Adult programmes: typical length of stay	1–44 weeks	1–44 weeks
Adult programmes: predominant nationalities	Italian, Turkish, Austrian	Italian, Turkish, Saudi

Staff profile

	At inspection	In peak week: July (organisation's estimate)
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Total number of teachers on eligible ELT courses	11	24
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification		2
Academic managers without TEFLQ qualification or three years relevant experience		0
Total		2
Comments		
None.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		0
TEFLI qualification		11
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		0
Total		11
Comments		
None.		

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	62	77
Private home	0	0
Home tuition	0	0
Residential	8	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	38	0
Overall totals adults/under 18s		
	100	77
Overall total adults + under 18s		177