

Organisation name	Centre of English Studies Leeds
Inspection date	29 July – 1 August 2024

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Centre of English Studies Leeds in July and August 2024. 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 English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+), and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Centre of English Studies Leeds is one of eight schools in the Centre of English Studies (CES) Group which is owned and directed by three family members and based in Dublin.

At the time of the inspection, both the junior summer school and adult classes in the main school were running. The inspection took place over two and a half days. Meetings were held with the principal, the academic manager, the summer school senior teacher, the registrar/office manager and the assistant registrar, the accommodation and welfare officer, and the social coordinator. Focus group meetings were held at each centre with students and with teachers. All teachers timetabled at the time of the inspection were observed. One inspector visited two homestays remotely and Leeds Trinity University residences in person.

Address of main site/head office

9 Park Place, Leeds LS1 2RU

Description of sites visited

The main school occupies a large, centrally-located building consisting of three floors and a basement. Access is controlled by entryphone. The reception and office area, a computer room, the teachers' room and a small kitchen are located on the ground floor, with a student common room on the first floor. There are ten classrooms in total across all three floors.

Additional space for adult classes is available in a large office complex a few minutes' walk from the main school, but this has not been used this year, and was not visited.

The junior summer school is run at Swarthmore Education Centre, which is a ten-minute walk from the main school, and uses additional classrooms at a nearby Leeds City College (LCC) premises. At the time of the inspection, only the Swarthmore site was in use, although five classrooms in the LCC premises had been used until the week before. The LCC site was not visited.

The Swarthmore centre is within an older-style terrace of several properties joined together, and the school has use of six classrooms this year, as well as a large hall, and a canteen area with indoor and outdoor seating. There is a small, dedicated area for staff.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English is run year round, with standard and intensive options. IELTS preparation is also offered. The junior summer school offers general English with activities and homestay or residential accommodation.

Management profile

The school is managed by the principal, who reports to the CES UK director. Teaching staff are managed by the academic manager.

Accommodation profile

CES Leeds offers homestay accommodation, some private homes, and rooms in residential accommodation operated by private providers. The school currently has a database of around 147 homestays, all located either within walking distance of the school or 30–40 minutes travelling time by public transport. Students on the junior summer programme were either accommodated in homestays or in residential accommodation, full board, at Leeds Trinity University residences about 30 minutes by bus from Swarthmore Education Centre. A private shuttle bus takes the students from the residences to the centre and back. Rooms in the residence are all ensuite and boys and girls are accommodated on separate floors.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates strongly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management, Staff management, and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a safe comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive appropriate 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 met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The welfare and security of students is ensured in a practical and sensitive manner; tolerance and respect for others feature strongly in the ethos of the organisation. Residential and homestay provision is of a high standard and well managed. Students enjoy a varied and interesting leisure programme. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are sensitive and effective policies and procedures in place to safeguard students under the age of 18. The organisation carries out its duty of care in a number of ways, especially with regard to supervision of students. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The organisation's statement of mission, aims and values, is clearly expressed and forms part of almost all key documents, including handbooks, policies, and job descriptions. It appears on the website and is posted on all noticeboards in the main school.

M3 The structure is clear and there are formal arrangements for cover in key areas. A "who's who" of key staff appears in staff and student handbooks, and is reinforced through posters on noticeboards.

M4 Good use is made of a range of channels, both formal and less formal, and including social messaging apps and regular meetings across different teams. Effective communications operate locally and also within the wider organisation, where strategic planning takes place and staff with similar roles have specific opportunities to meet.

M5 There are comprehensive systems for obtaining feedback, and a range of opportunities for students to give feedback at other times, for example through tutorials, student focus groups, and a suggestion box. As well as analysis for planning, feedback is locally distributed to the relevant staff members and acted upon. Notes of action taken are recorded on a spreadsheet and also inform teacher performance and CPD systems.

M7 As well as CES cross-company review and strategic planning, the Leeds school has an improvement plan which incorporates recommendations and information from a range of sources, including staff and student feedback, internal quality control audits, and external bodies.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 There are comprehensive procedures for each stage of the recruitment process, and files sampled provided strong evidence of their consistent implementation. Relevant staff are trained in safer recruitment.

M12 A clear appraisal procedure is in place, and there is a written policy. Performance management and disciplinary policies are very clearly set out in staff handbooks. Feedback of all kinds is passed on to the relevant staff member as well as informing CPD where appropriate.

M13 CPD is well established and organised. Appraisals seek to identify development needs and opportunities; there are recent examples of staff being sponsored to gain qualifications, as well as provision of specific training for groups of staff with similar roles across the organisation.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength
Comments	
M18 The attendance and lateness policy and procedures are clear and effectively implemented, with specific arrangements for under-18s. Students are informed and reminded of the policy through handbooks and during induction, as well as through posters on noticeboards. Attendance and punctuality issues are systematically followed up.	
M19 There is a student disciplinary policy which is covered in handbooks and at induction, with examples of behaviours and consequences, and a staged process leading to removal from a course.	
M20 The complaints procedure is clearly and comprehensively described in handbooks, at induction and through noticeboards. It includes the option of complaint to English UK. All complaints, and action in response, are recorded online, and the principal keeps a book to record more serious issues.	

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
The main medium of publicity is the website. All criteria in this section are fully met.	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	

P1 Policies and procedures for safety and security are thorough and well thought through. Training is provided for fire marshals, and there are appropriate measures on both sites to ensure that evacuation procedures are understood by staff and students. A visitor information leaflet provides appropriate safety information.

P4 The main school common room for students provides a welcoming area for relaxation, and offers a microwave and fridge for student use. At Swarthmore, students use the canteen area, which has additional attractive outdoor seating space, and a large hall for activities and gatherings.

P5 This criterion is fully met. The display of information in the main school is extremely well organised and maintained, consistent and informative. Signage and display at Swarthmore is adequate, but more difficult to manage in hired premises.

Learning resources	Met
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P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All criteria in this section are fully met.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	

T6 Courses and processes are effectively organised to facilitate continuous enrolment, and the teachers handbook provides information and practical guidance in this area.

T8 Provision for day-to-day support is good in both centres; the academic manager in the main school, and the senior teacher in the junior centre are both available to help with lesson planning and any issues arising. Newer or less experienced teachers are paired with those with more experience, and there are regular meetings and opportunities to exchange ideas for the teaching staff.

T9 Written reports from regular formal observations are used in appraisals and linked to CPD. In addition, the academic manager and senior teacher carry out "buzz" observations, and there is a formal, supported process for peer observations. Relevant feedback from students is passed on to teaching staff, and teachers in the focus groups expressed their appreciation of observation processes.

T10 As well as the structured scheme and regular opportunities for peer observation, notes and reports from observations of all kinds inform CPD planning, and teachers are encouraged to share good practice. Attendance at external developmental events is facilitated and teachers have the chance to lead CPD sessions as appropriate.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

All criteria in this section are fully met.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this section are fully met.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers generally provided clear models, explanations and examples, appropriate to both level and context.

T20 Lesson content, materials and tasks were appropriate. Although student profiles were brief and little differentiation was seen in planning, many teachers anticipated problems effectively and were able to deal with them in class.

T21 Learning outcomes were generally clear and signposted to students. Lessons were logically staged.

T22 A good range of appropriate teaching techniques was used comfortably by the majority of teachers, including effective elicitation, questioning, nomination, and clear instructions, which were often checked.

T23 The classroom environment was generally well managed, and a range of learning resources was effectively used. Although boardwork was sometimes messy, many teachers organised their boards clearly and used them very effectively.

T24 Teachers were generally encouraging and praised students' work. In stronger segments, there was consistent feedback at appropriate moments, including attention to aspects of pronunciation, and some teachers made use of a range of correction techniques.

T25 Opportunities were created in the majority of cases for students to demonstrate their learning against intended outcomes, and lessons included appropriate tasks to enable teachers to evaluate learning.

T26 Most teachers created a positive and often very purposeful classroom atmosphere, with a variety of activity and interaction patterns. The majority made good use of nomination, timing and pace, and student engagement and involvement were high, especially in those segments which incorporated movement.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments

W1 A comprehensive crisis management plan is in place with additional key documents detailing how to respond in an off-site emergency situation. Activity leaders spoken to were aware of the plan, the chain of communication and what to do in the event of any off-site major incident. Students are told about safety and security at induction and reminded before each excursion.

W2 The welfare and wellbeing of students is central to the work of the school. Help and support is readily available to students and all staff spoken to understood they have a pastoral role, regardless of their job. Students in the focus groups felt very well looked after and all knew who they would go to with any problems.

W3 Information on tolerance, respect for everyone and what constitutes abusive behaviour is visible everywhere across both centres visited. Clear posters, very relevant to the ages of the students, are displayed on walls, in the student handbooks and reinforced at induction. Students and their parents are given codes of conduct to read and sign before starting at the school.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met

W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.

Met

Comments

W7 Both homestays and the residence visited were of a very good standard, providing well-furnished and comfortable accommodation. All easily met Scheme requirements. Students in the focus groups spoke very highly of their hosts and their accommodation.

W8 All accommodation visited was spotlessly clean and well maintained, with evidence of frequent cleaning. Laundry is done for students at least once a week in homestays and bed linen changed frequently. Arrangements are equally good in the residence visited.

W10 Students are given detailed and useful pre-arrival information, including a description of the homestay host, a map and travel times from school to home. The hosts are also given information about the student and email communication usually takes place between host and student before arrival. Information about residential accommodation is clear and detailed.

W11 Very good procedures are in place to identify and resolve any problems students might have. Feedback is collected formally and informally within the first few days of a student's arrival and welfare staff keep a very close eye on student satisfaction with all aspects of the course, including accommodation. Evidence was seen of a student being moved very quickly when an issue arose with accommodation; the situation was dealt with swiftly, efficiently and sensitively.

Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.

Met

W15 Homestay placements encourage students to use English.

Met

W16 Hosts ensure that there is an adult available to receive students on first arrival.

Met

Comments

All criteria in this section are fully met.

Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.

Met

W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

N/a

Comments

The applicable criterion in this section is met.

Leisure opportunities

Area of strength

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.

Strength

W20 The content of any leisure programme is appropriate to the age and interests of the students.

Strength

W21 Any leisure programmes are well organised and sufficiently resourced.

Strength

W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.

Met

W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.

Met

Comments

W19 Students in the main school are given plenty of information about what is happening locally and are helped to make arrangements for any activities they might wish to undertake outside the school's leisure programme, including help to book tickets for events and travel.

W20 A well-planned and varied leisure programme is offered to appeal to the different ages and interests of students. Contingency plans are in place to make sure the junior leisure programme always runs, regardless of weather or any other unforeseen problems.

W21 Activities and preparation for activities were well organised. Activity leaders are fully briefed and manage their groups efficiently. Group leaders and students at both centres spoke very highly of the range and variety of the activities offered, and the very competent organisation.

Safeguarding under 18s

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

Comments

Year round the school accepts students aged 16+ on adult courses, closed group courses for students aged 12–17 and runs a junior summer programme for students aged 12–17. At the time of the inspection there were 11 students aged 16+ studying in the main school and 42 students aged 12–17 in the summer junior school.

S1 There is a comprehensive safeguarding policy and procedure in place, which has benefited from expert input and is reviewed every year. A range of practical supporting documents is in place, including an abridged version of the safeguarding policy and guidance for everyone in the organisation on appropriate behaviour and keeping children safe.

S2 All staff receive safeguarding training to an appropriate level, and everyone coming into contact with the organisation is made aware of the safeguarding policy. Clear, practical guidance is provided for group leaders and homestay hosts. Students are made aware of the relevant points of the policy at induction.

S5 Supervision of students during lessons and activities is handled very well. A number of well organised check-ins take place throughout the day at both centres, and staff were observed carefully supervising and monitoring.

Declaration of legal and regulatory compliance

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

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2012
Last full inspection	2020

Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Externally validated teacher training. IELTS and OET Test Centre
Other related accredited schools/centres/affiliates	CES schools in Worthing, Wimbledon, Oxford, Edinburgh
Other related non-accredited schools/centres/affiliates	CES schools in Dublin, Toronto, Vancouver

Private sector

Date of foundation	1979
Ownership	Name of company: Centre of English Studies Ltd Company number: 3669269
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	UK Head Office: CES Worthing, 12 Stoke Abbott Road, Worthing BN11 1HE
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	University Centre Leeds City College Aspire, Leeds

DATA ON CENTRES VISITED

1. Name of centre	Main school: CES Leeds, 9 Park Place, Leeds LS1 2RU
2. Name of centre	Seasonal centre: Swarthmore Education Centre, 2-7 Woodhouse Square, Leeds LS3 1AD
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	86	0			
17 years and under	11	42			
Overall total	97	42			
U18 programmes: advertised minimum age(s)	16	12-17			
U18 programmes: advertised maximum age(s)					
Predominant nationalities	Saudi Arabian, Chinese, Italian, Spanish				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	12	5			
Total number of activity managers and staff	3	2			
Total number of management (non-academic) and administrative staff	5	0			
Total number of support staff	0	0			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0			
Total	1	1			

Comments

The AM (main school) and the ST (junior centre) were not scheduled to teach during the inspection, and normally would only provide cover where needed.

Teacher qualifications profile at centres

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	2	0			
TEFLI qualification (includes relevant QTS)	9	4			
ATEFL portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	0			
Total	11	4			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	16	N/a				11	34			
Private home	1	N/a				0	0			
Home tuition	0	N/a				0	0			
Residential	13	N/a				0	7			
Hotel/guesthouse	0	N/a				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	N/a				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	N/a				0	1			
Staying in privately rented rooms/flats	56	N/a				0	0			
	Adults					Under 18s				
Overall totals	86	0				11	42			

Centres	1	2	3	4	5
Overall total adults + under 18s	97	42			

Points to be addressed

None.

Action plan

N/a.
