

Organisation name	City School of Languages, Swansea
Inspection date	28–29 June 2022

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M9, W2, W5, S4 and S8 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited City School of Languages, Swansea in June 2022. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of <i>leisure opportunities</i> was noted.</p>

## Introduction

City School of Languages is a language school in Swansea offering open enrolment language courses in general English and IELTS preparation to adults (18+) and young people (16+) in school premises. Courses for closed groups of junior students (under 18), although still offered, have not been run since 2019.

This compliance-only inspection, which was conducted remotely, took the equivalent of a day and a half over two days. The two inspectors held meetings with the principal (P), the academic manager (AM), and the student support and welfare manager (SSWM). Group interviews were held with teachers and students. Inspectors viewed a recorded video tour of the premises and facilities and were given a live video tour of parts of the building. One of the inspectors spoke to the provider the school has previously used to provide homestay accommodation for students. All teachers timetabled during the inspection period were observed.

## Address of main site/head office

93–94 Mansel Street, Swansea SA1 5TZ

## Description of sites observed

The school owns and occupies a building within walking distance of the centre of Swansea and in easy reach of the train and bus stations. The building comprises three floors accessed via a central staircase. The main entrance at street level gives access to an open reception area to the left, leading to the principal's office, teachers' resource and preparation room, and staff kitchen and relaxation area. A staff and disabled toilet can also be found in this area. To the right of reception is a large classroom which can be subdivided via a partition. The first floor comprises four classrooms, separate male and female toilets, and three student common areas devoted to self-study, a table tennis room, and a relaxation space with access to comfortable seating and food and drink preparation. The second floor houses a further four classrooms and a multi-faith room.

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 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 in general English and examination preparation to adults (18+) and young people (16+), in person or online. Vacation courses for closed groups aged 14–17 continue to be promoted but have not run since 2019.

## Management profile

The school is managed by the owner/principal who is assisted by an academic manager and a student support and welfare officer. Various consultants are engaged to provide further support in aspects of academic management and HR, in particular.

## Accommodation profile

No accommodation is offered by the provider; a homestay agent and a local residence are recommended when applications are made. At the time of the inspection, all students were in privately rented accommodation.

## Summary of inspection findings

### Management

The provision meets the section standard. There is a clear statement of the school's goals and values and there are appropriate channels of communication in place. Feedback from staff and students is generally effective. Induction and appraisals systems work well, but the recruitment policy should be followed more rigorously. Student administration is generally good, but there is a need for improvement in the collection and management of local contact details for students. Publicity requires attention in some areas.

### Premises and resources

The provision meets the section standard. The premises are in a good state of repair and offer an attractive and comfortable environment for study and relaxation. Classrooms are bright, airy, and adequate in size. Space for students and staff to both work and relax is generous. Teachers and students have a good range of teaching and learning resources.

### Teaching and learning

The provision meets the section standard. The teaching team is appropriately qualified and experienced. Support for teachers is appropriate on the whole. Some aspects of course design require attention, but student placement and progress are well managed. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are generally met, but a comprehensive emergency plan is not in place. No accommodation is offered by the provider. Students are not made aware of local social, and cultural events and no leisure activities are offered.

### Safeguarding under 18s

The provision meets the section standard. A safeguarding policy is in place and relevant training is provided to staff. Recruitment procedures are not in line with safer recruitment practice. Supervision policies ensure students under 18 are safe in and out of class. Systems to ensure contact between the provider and parents, legal guardians or their nominated representatives are not consistently followed.

### 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.	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.	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.	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

A mission statement which reflects the goals and values of the organisation has been shared with staff. The school has clear short-term plans in response to the global pandemic and the management structure is appropriate. Effective communication channels are in place, including formal meetings and the use of online messaging systems. Feedback procedures include regular individual student tutorials, and feedback forms which are administered at various stages of the student journey. Staff feedback is gathered during teachers' meetings and one-to-one meetings with the principal. Policies and procedures are reviewed regularly.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	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

An external professional company has produced a wide range of bespoke HR policies for the school. Job descriptions are in place but do not include safeguarding responsibilities and there is no evidence of regular review. There is an appropriate recruitment policy but not all procedures are followed: professional references for several members of staff are missing. The school has good procedures in place for the induction, monitoring and appraising of staff, and participation in the many professional development opportunities provided is expected for all employees.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 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.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

Students in the focus group commented that staff were friendly and approachable. Information on course choices and enrolment terms is widely available, and enrolment procedures are mostly efficient. However, records of local contact details were not available for sampled students. The school's attendance policy is made known to staff and students, as is the complaints policy.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not 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.	Met

M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
The main source of publicity is the website.	
Information provided on the website does not give a fully accurate description of the school and the services offered. There are very few images of the premises and little information is provided on the facilities available to students. A number of courses that have not been run for a considerable time still feature and the impression is given that a full social programme of activities is organised by the school, which is no longer the case. Information is presented in mostly accurate English. The description of courses is misleading with the total number of taught hours, minimum enrolment age, and minimum class size being inconsistent throughout the website. Information on costs, the level of care for under 18s, accommodation, and staff qualifications is accurate.	

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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

<b>Comments</b>	
The premises provide a very comfortable environment for both staff and students. Classrooms and relaxation areas are bright, clean and well maintained. All classrooms have natural light and flexible furniture, and students have ample space for relaxation, further study and the consumption of food. Free drinking water and tea and coffee are available, and students have access to a fridge and microwave for the preparation of food. The school is also located within very easy access of a range of local food outlets. Signage is good and staff have access to separate areas for preparation and relaxation, including their own kitchen facilities and staff toilet.	

<b>Learning resources</b>	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.	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

<b>Comments</b>	
There is a plentiful supply of teaching resources which are well organised and teachers in the focus group commented favourably on the range of materials available to them. Classrooms have interactive whiteboards or projectors, and technical support is available both in-house and from an outside IT company. A small selection of study materials is available for students to borrow, as well as a list of online resources. The AM is available to offer support and guidance in this area. While there is no formal policy or budget for the review and development of resources, there is evidence that requests for new materials are treated favourably by management.	

## Teaching and learning

<b>Academic staff profile</b>	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

All current teaching staff have a Level 6 and recognised ELT qualification, and the team has a suitable range of appropriate experience. A rationale was accepted in the context of this inspection for the academic manager who is currently undertaking further study leading to a TEFLQ qualification.

<b>Academic management</b>	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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not 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

Timetabling procedures are effective and cover arrangements are well managed. Teachers receive good day-to-day guidance and support from the academic manager and colleagues. However, insufficient practical guidance is made available to teachers on how to deal with continuous enrolment. Formal annual observations are conducted by a suitably qualified consultant and feedback is constructive and helpful. Additional observations by the academic manager are conducted for new teachers and peer observations take place throughout the year.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	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.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

A clear rationale is presented in the teachers' handbook for the design of general English courses. However, there is insufficient guidance on other courses offered by the school. Similarly, coursebooks which form the basis of general English courses provide students with learning outcomes but students following afternoon programmes do not receive course outlines or weekly plans. Study strategies are covered in most lessons but are not clearly integrated into course design documents. The "English Out There" lessons which form part of the general English programme offer students opportunities to integrate with the local culture and community.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

There are effective procedures in place for the placement of students, and student progress is monitored via regular tests and tutorials. Support is available for students wishing to change courses or classes, and all students receive a certificate and report on completion of their course. The AM has taught on a range of examination and pre-session courses and is on hand to offer guidance and support in these areas.

#### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

#### Comments

Each teacher timetabled during the inspection was observed (remotely) by one of the inspectors.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	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.	Met

#### Comments

T23 Teachers generally produced accurate and natural models of written form and provided good explanations of grammar and vocabulary on the whole. In better segments there was good attention to pronunciation and a thorough explanation of the target language.

T24 Lessons were well planned and included student profiles, although it was not always clear how the lesson might address their learning needs or cultural backgrounds. Lessons were predominantly coursebook led, the content was appropriate, and in the majority of segments materials were adapted to ensure maximum interest.

T25 Lessons followed a logical and coherent sequence of activities. Reference was made to previous learning and outcomes were generally clearly expressed in lesson plans, but it was not always clear how students were made aware of the lesson objectives.

T26 A range of appropriate teaching techniques was observed including nomination, elicitation and drilling. There were some good examples of concept checking questions, use of gesture and realia, and prompting for the expansion or clarification of ideas.

T27 Technology was used competently overall, although the flow of the lesson was sometimes interrupted when setting up activities in hybrid classes. However, there were also examples of a good use of chat rooms and attempts to include the hybrid learners as much as possible. Whiteboards were well organised and the use of visuals did much to bring the coursebook material to life.

T28 Errors were mostly corrected with techniques including delayed and on the spot correction, as well as peer correction. However, there were occasional missed opportunities for feedback on incorrect pronunciation in particular, and in weaker segments teachers did not provide feedback at the end of an activity before moving on to the next stage of the lesson. Appropriate praise was offered for good contributions during activities.

T29 Lesson plans were well staged and included activities to check that learning was taking place. Better segments included reviewing language taught in previous lessons and tasks were generally monitored well.

T30 Teachers created a positive learning atmosphere and students were motivated and engaged in most lessons. The pace of most lessons was good and delivered with energy and enthusiasm, although in hybrid lessons the pace was sometimes interrupted due to the length of time spent on setting up activities. However, activities were designed to create interest and often personalised, and interactions between students varied. Teachers were encouraging and had clearly developed a very good rapport with their students, and it was clear that learning was taking place in the majority of lessons.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Lessons were well planned and included activities to ensure that learning was taking place. Teachers employed a good range of techniques overall and resources were generally managed effectively. There was a positive learning atmosphere in all lesson segments observed.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Not met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

Appropriate risk assessments are in place to ensure the safety of students on the premises but there is no comprehensive plan to deal with potential emergencies. Students spoken to during the inspection know who to approach if they have a problem and gave positive feedback on the care they receive. A 24-hour emergency contact number is provided, however, there is inconsistency in the number provided in various documents available to students. Clear and practical information about travel and relevant aspects of life in the UK is made known to students.

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



W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

#### Comments

No accommodation is offered.

#### *Accommodation: homestay only*

W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

Not applicable.

#### *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.	Not met

#### Comments

Helpful information is provided in the pre-departure guide. There are no records of routine visits to accommodation recommended by the provider.

#### 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.	Need for improvement Not met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

#### Comments

Very little information about local social and cultural activities is given to students. There have been no leisure activities offered since the start of the pandemic.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	N/a
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Not met

#### Comments

There were no under 18s studying at the school at the time of the inspection. While 16 and 17 year-olds are accepted onto adult courses and junior courses are offered, there have been no under 18s enrolled since 2019.

The school has a safeguarding policy in place. Staff receive appropriate training. The parental consent form is highly complex and the language is inaccessible to parents and guardians. Safer recruitment procedures are part of the policy, but reference requests do not contain questions about suitability to work with under 18s. The policy contains information on handling delayed suitability checks. Arrangements for the supervision of students in lessons and in accommodation are clear. Systems to ensure contact between the provider and parents, legal guardians or their nominated representatives are not consistently followed.

#### 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	2008
Last full inspection	2017
Subsequent spot check (if applicable)	2019
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	8 August 2006
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Ownership	Name of company: City School of Languages Company number: 05899490
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not observed	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: April (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	18	30
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	2	5
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>20</b>	<b>35</b>
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Saudi Arabian	Saudi Arabian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–30	20–30
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	4
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	1
Comments	

The AM was scheduled to teach a total of 13.35 hours during the week of the inspection. A rationale was accepted in the context of this inspection for the AM who is not currently TEFLQ.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0

TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4

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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	20	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	20	0
Overall totals adults/under 18s	20	0
Overall total adults + under 18s	20	