

Organisation name	Communicate School
Inspection date	31 May – 1 June 2023

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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted.

**Summary statement**

The British Council inspected and accredited Communicate School in June 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic staff profile, learner management, and leisure opportunities.

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

## Introduction

Communicate School was first inspected and accredited in 2014 and inspected again in 2018 after it was bought by Malvern International. Malvern International runs accredited schools in London and Brighton.

The inspection took two days. Meetings were held with the centre manager (CM), head of operations (HOO), marketing manager, admissions manager, head of marketing, student support officer, assistant director of studies (ADoS), and the activities coordinator. A focus group was held with a group of students and another with a group of teachers. All teachers timetabled to teach during the inspection were observed. One inspector visited a student residence, a student house, and conducted remote visits of two homestays.

## Address of main site/head office

Murray House, 85 Piccadilly, Manchester M1 2DA

## Description of sites visited

The school comprises the first, second, and third floors of a modern, centrally-located four-storey building in Manchester, and is the only occupant of the building. The entrance to the building is on the ground floor, with access from the street via an entry phone controlled at reception. A lift and two staircases provide access to the upper floors. The reception area, CM's office, director of studies' office, teachers' room, and student lounge with kitchenette are located on the first floor. There is a staff kitchenette on the second floor. The CEO's office is on the third floor along with another office and a prayer room. There are nine classrooms across the three floors. At busy times, three of the office spaces can also be used as classrooms and are furnished accordingly.

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

Communicate School (CS) offers courses in General English in the morning, afternoon, and evening. Full-time courses are for 15, 20, 25, and 30 hours per week. Part-time courses are for one, two, or three days per week. The school also offers exam preparation and courses in English for specific purposes upon demand. At the time of the inspection, an IELTS preparation course was running.

## Management profile

The CM reports to the HOO who is based in one of the group's other schools. The DoS and student support team all report to the CM. The DoS normally manages the ADoS and the teaching team, but due to absence, the ADoS was managing the academic team.

## Accommodation profile

The school offers three types of accommodation: homestay (on half-board, bed and breakfast, or self-catering basis), private residence (ten rooms in two flats of five with shared kitchen – all ensuite, self-catering), and student house (exclusive use – four rooms, one ensuite).

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Strategic management systems are robust, and staff are managed well in terms of induction and continuing professional development. Students receive excellent customer service and attendance is closely monitored. There were a couple of small issues with publicity but these were addressed during the inspection. *Strategic and quality management, Staff management and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The school premises offer a bright, comfortable environment with a well-furnished student lounge. There is a good range of resources available to teachers and these are regularly reviewed. *Premises and facilities* is an area of strength

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers and academic managers have a wide range of appropriate experience, but newly employed teachers are not always observed in the first two weeks after their start date. Students are regularly reminded of their intended learning outcomes, but no evidence was seen of a systematic focus on study and learning strategies. Learner management systems are very effective with regular monitoring of student progress. *Academic staff profile* and *Learner management* are areas of strength. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security and pastoral care are very well met, the information provided is appropriate and helpful, and a carefully designed leisure programme is offered. Student services are managed very efficiently, and accommodation is of a high standard. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. Although there was an issue with references in a small number of cases, there is generally very good provision for the safeguarding of students under the age of 18 within the organisation and the leisure programme and accommodation provided.

### 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.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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 There is a clear mission statement in place. Managers are able to articulate the relevance of goals and values to the current context and it was clear from speaking to staff and observing the school in operation that these values are integral to the running of the organisation.

M2 The objectives for the future of the school are very clear and targets are SMART with effective monitoring procedures in place.

M4 Communication systems are highly effective, using both formal and informal channels. A digital platform is used to complement face-to-face interactions, and positive steps have been taken to promote increased communication across different schools within the group.

M5 Student feedback is given high priority. As well as initial and end-of-course feedback, there are also quarterly student surveys conducted. Logs show that individual feedback is quickly responded to, and students confirmed this in the focus group. The student body is made aware of actions taken in response to feedback by way of a 'you said, we did' display on one of the noticeboards.

M6 As well as appraisals and meetings, staff have the opportunity to give feedback through an annual survey. Evidence was seen of action taken in response to this feedback and staff felt that their views were valued within the organisation.

M7 Minutes from the monthly business management meetings show that feedback from students and staff is used to inform the review of processes with a view to continuing improvement. This is done on an ongoing basis, and inspection reports are also used to drive progress. The self-evaluation document was completed in great detail.

<b>Staff management and development</b>	<b>Area of strength</b>
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.	Strength

#### **Comments**

M8 Human resources (HR) policies are comprehensive, and a full-time HR person has recently been appointed to provide increased support to all working at CS. Staff spoken to stated that they feel very well supported and find working at the school a happy and rewarding experience. 'Wellbeing Wednesdays' have recently been introduced, where staff are encouraged to gather over drinks and snacks to share experiences.

M11 Induction procedures are thorough and record keeping is very good. Recently employed staff stated that they found the process very helpful. Induction is paid, and there is the opportunity for less experienced teachers to observe their peers as part of that process.

M13 Continuous professional development is well established and funded with clear links to observations and needs identified by appraisal or probationary meetings.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	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.	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**

M14 Student feedback both face to face and recorded confirms that they receive a very high level of customer service.

M15 Students and/or their representatives receive comprehensive pre-course information. The pre-arrival handbook has a great deal of useful content. The sales team speak a number of different languages enabling them to offer further support.

M19 There is a very clear policy on attendance. Teachers communicate using an online tool so relevant staff are alerted to absences at the earliest opportunity. Follow-up is thorough and record keeping is excellent.

**Publicity**

<b>Publicity</b>	<b>Met</b>
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.	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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

**Comments**

Publicity comprises a website, downloadable brochures and a number of social media channels. The website and brochures are considered the main forms of publicity.

M22 Claims regarding nationality mix were inaccurate. This was addressed during the inspection and is no longer a point to be addressed.

M27 Although information regarding services provided at residential accommodation was complete, there were no details on the cleaning provided in homestay. This was addressed during the inspection and is no longer a point to be addressed.

**Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
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.	Met
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 premises provided a very welcoming and comfortable environment for students and staff, with well-appointed areas for students to relax and socialise. The building is equipped with a lift to all floors and provides good access for students with disabilities.

P3 There are a number of places for students to relax and eat, including the student lounge. This is equipped with comfortable seating as well as video and board games. There is also a kitchenette with vending machines.

P5 Signage is very clear and consistent with the branding of the school. Noticeboards are plentiful and provide a wealth of useful and well-presented information.

**Learning resources**

	Met
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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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
<b>Comments</b>	
<p>P8 There is a wide range of well-organised materials for teachers. As well as printed coursebooks and supplementary resources, there is a bank of digital material organised by topic and level. Teachers were very happy with the provision.</p> <p>P12 Teaching resources are regularly reviewed and teachers are sent surveys towards the end of every book cycle to provide feedback on the resources used. Student feedback is also a key factor in the review of existing resources.</p>	

## Teaching and learning

<b>Academic staff profile</b>	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
<b>Comments</b>	
<p>T3 Teachers have a range of very useful skills and experience. The ability to teach all levels is encouraged and a number of teachers are qualified teacher trainers, therefore able to support the team as a whole.</p> <p>T4 Both members of the permanent academic management team are TEFLQ and have a wide range of both teaching and management experience.</p>	
<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.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met
<b>Comments</b>	
<p>T6 The timetable is complex due to its flexibility, but this is managed so as to provide maximum benefit to both students and teachers.</p>	

T8 There are no formalised arrangements for the management of continuous enrolment. New students join existing classes midway through lessons on their first day and there is no clear written guidance to teachers on how to mitigate the challenges this presents.

T9 The DoS is not ordinarily timetabled to teach so is available for teacher support. He has an open-door policy and teachers commented very favourably on his helpfulness. As well as the DoS, there is an ADoS and senior teacher who are both based in the teachers' room.

T10 Although teachers were happy with the constructive approach taken during observations, two teachers who had started in the last year had not been observed until several weeks or months after starting.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	Not 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

T13 As well as weekly course outlines displayed on noticeboards, the learning outcomes for each lesson are clearly displayed on the whiteboard for every lesson.

T15 Although teachers signpost students to digital self-study resources, no evidence was seen of the systematic inclusion of study and learning strategies in either course outlines or schemes of work.

<b>Learner management</b>	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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.	Strength

#### Comments

T18 Student progress is closely monitored by way of informal weekly review, and fortnightly progress tests. Individual progress is further supported through the tutorial system as well as optional student support sessions.

T19 Students are provided with excellent learning support, and an effective system is in place to respond to those wishing to change course or class. This includes clear target setting as part of the procedure.

T22 The Malvern group has its own pathways programmes, so the school is well placed to provide students with excellent support should they be interested in progressing to mainstream UK education.

#### Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

#### Comments

None.

<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.	Strength
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.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Teachers demonstrated appropriate knowledge of the language and generally provided clear and accurate models.

T24 Student profiles were very detailed. In the stronger segments seen, it was clear to see the management of individual student needs reflected in the lesson plan, such as how to support learners from specific language groups or manage mixed abilities.

T25 Learning outcomes were made known to students on the whiteboard. The staging of lessons was logical in all cases and evidence of thoughtful planning was seen.

T26 A good range of teaching techniques was seen. This included elicitation, nomination of individuals, checking of instructions and understanding, and some very effective examples of drilling, both chorally and individually. Good use was made of open questions to encourage increased student talking time.

T27 The classroom environment and resources were effectively managed. Many teachers encouraged students to get up and engage with other students around the room. The classroom layout was not always conducive to a student-centred approach, but in most cases, this did not negatively impact the class. Technology was used with confidence, and whiteboards were well organised.

T28 Feedback was effective. In the majority of segments observed, a good range of error correction techniques was seen including reformulation, elicited self correction as well as a delayed whole class focus on errors after communicative activities. Praise was focused and appropriate.

T29 The evaluation of learning was done through the use of concept checking, and also checking stages at the end of activities. In the stronger segments seen, there was a plenary stage at the end of the lesson to encourage students to reflect on their achievement of learning outcomes.

T30 In all cases, teachers created a lively, engaging learning environment. Rapport was very good in all classes, pace was appropriate, and teachers were very encouraging and supportive towards their students.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria with the majority being satisfactory. Teachers provided mostly appropriate models of the language and a wide range of teaching techniques was seen. Error correction was well handled and all teachers created a lively and engaging learning environment.

### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	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.	Strength



W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

#### Comments

W1 Good systems are in place to ensure the safety and security of students on the premises. These include an entry phone, visitor sign-in book and lanyards, and CCTV. The owners of the building carry out weekly tests of fire alarms, evacuation drills are held twice a year, and photographs and names of fire marshals are displayed.

W2 There is a comprehensive emergency plan which is reviewed annually and accessible to staff on a shared drive. Students are advised how to act in the event of a fire but are not made aware of other relevant elements of the plan. Posters providing guidance for students on how to act during an emergency were prepared and displayed during the inspection and this is no longer a point to be addressed.

W3 Students in the focus group were very appreciative of the pastoral care provided. Under 18s have a separate first-day briefing and are also offered a one-to-one welfare meeting in their first week.

W4 The school's mission statement, policies, and handbooks clearly express a commitment to tolerance and respect and these values are further promoted through posters in classrooms and common areas.

W7 Very useful information is provided in a number of forms (on the website, the student guide, at induction, and on posters); it is also included in the consent form for parents/guardians of under 18s.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### Comments

W9 The student house is well equipped and well maintained; rooms in the student residence are all ensuite; and the homestays sampled offered a good level of accommodation. Positive oral feedback from students in the residence and those in homestays was echoed in written comments.

W11 Registers contain comprehensive information on host, home and feedback from previous students. Since his appointment only a few months ago, the member of staff responsible for homestays has inspected approximately 35 of the 50 plus active homestays, using public transport to check on journey time.

W12 The school is in the process of transitioning between systems and some confirmation letters did not contain information on time or cost of travel between homestays and teaching premises.

W15 Students in the focus group were very positive about the food in their homestays, and written feedback confirmed a generally high level of satisfaction.

<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

<b>Comments</b>	
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.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
All applicable criteria in this area are fully met.	

<b>Leisure opportunities</b>	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

<b>Comments</b>
W23 In its monthly social programme calendar, the school recommends optional Friday activities and informs students of week-end excursions run by an external company, tickets for which can be bought through the school. Posters advertising local events are displayed in the student lounge.
W24 A varied leisure programme comprising indoor and outdoor and free and paid events, is offered from Monday to Thursday, and students are encouraged to suggest activities that might be included. Feedback is elicited during Student Council meetings and via a termly survey.
W26 Risk assessments for all activities are carefully designed. On off-site activities, the activity leader carries a social programme mobile phone on which risk assessments and a list of participating students are stored electronically for easy reference and amendment.

## 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.	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.	Not 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

<b>Comments</b>
At the time of the inspection, the school had no students under the age of 18. In general, under 18s represent a very small minority of the total number of students. In the 18 months between January 2022 and June 2023, there had been only 30 students aged 16–17, just under four per cent of the total number of students.

S1 There is a comprehensive safeguarding policy and a linked risk assessment for staff whose DBS checks have not been completed. Both the policy and the parental consent letter contain contact details for the safeguarding lead. An accessible version of the policy is also included in the Student Handbook.

S2 Safeguarding awareness and training are taken very seriously. The safeguarding policy is available on the school website and on the shared drive for teachers, which also includes a risk analysis for under 18s. The Designated Safeguarding Lead (DSL) has been trained at Specialist level, as has the senior student support officer, and the deputy DSL has been trained at advanced level. All staff have completed basic safeguarding awareness training and Prevent Duty training. Homestay hosts taking under 18s are also required to undertake basic safeguarding training.

S4 The reference request letter for one member of the academic staff did not ask about their suitability to work with under 18s. Two references were not on file for all homestay hosts offering accommodation for under 18s.

S5 Under 18s are identified to staff and required to sign in at reception. Robust procedures are in place if they have not arrived within ten minutes of classes starting. When appropriate, age restrictions are indicated on the social programme calendar.

### 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	June 2014
Last full inspection	October 2018
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	N/a
Other related accredited schools/centres/affiliates	Malvern House London, Malvern House Brighton, Language in Action
Other related non-accredited schools/centres/affiliates	University of East London ISC, Malvern International London NCUK ISC

### Private sector

Date of foundation	2010
Ownership	Name of company: Communicate English School Ltd. Company number: 08565447 (100% owned by Malvern International PLC; company number 05174452)
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

<b>Student profile</b>	At inspection	In peak week: August 2022
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	64	120
Full-time ELT (15+ hours per week) aged 16–17 years	0	11
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	17	34
Part-time ELT aged 16–17 years	0	3
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>81</b>	<b>168</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–60	16–75
Adult programmes: typical length of stay	11 weeks	10 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti, Brazilian	Saudi Arabian, Kuwaiti, Brazilian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	11
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

#### Academic manager qualifications profile

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

#### Comments

The Director of Studies is also TEFLQ, however he was absent during inspection week due to personal circumstances.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9

**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	23	0
Private home	0	0
Home tuition	0	0
Residential	9	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	3	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	46	0
Overall totals adults/under 18s	81	0
Overall total adults + under 18s	81	