

Organisation name	Community Revival, Manchester
Inspection date	13–14 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.	Partially assessed

<b>Recommendation</b>
We recommend continued accreditation. Evidence must be submitted within three months to demonstrate that weaknesses in W2 have been addressed. The required evidence was subsequently submitted.

**Summary statement**

The British Council inspected and accredited Community Revival, Manchester 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 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.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the areas of publicity and course design was noted.

## Introduction

The school was founded in 2006. It is a not-for-profit organisation and as such does not have owners. There are two directors, the principal and the director of studies (DoS), who jointly run the school. They are both deeply involved in their local community, and work in partnership with other organisations, colleges and government agencies to meet its needs.

At the time of the inspection, all the students were enrolled on publicly funded ESOL classes, which are the mainstay of the school's work. The school also offers general English classes and a summer junior vacation course, but there were no students enrolled on these at the time of the inspection. When there is sufficient demand, closed group courses for adults are offered at a seasonal centre in Sheffield.

This compliance-only inspection took a day and a half. Meetings were held with the principal, the DoS, the centre co-ordinator, the teacher/assistant DoS, the member of staff providing pastoral support, and members of the administrative team. All teachers timetabled during the inspection were observed. Separate student and teacher focus groups were held.

In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All partially assessed aspects of the operation will require further evaluation at the next inspection.

## Address of main site/head office

2 Selbourne Road, Chorlton, Manchester M21 0BL

## Description of sites visited

The premises consist of two floors above a restaurant, situated on the corner of a residential road and the main road into Chorlton, a suburb of Manchester. The entrance, used only by the school, leads to a vestibule with access to a lift and stairs, which lead to the first and second floors. The first floor provides a reception area, offices, a staff room, toilets, an ICT suite, and four classrooms. There are three further classrooms, a toilet and a student room on the second floor.

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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

In the past 12 months, all students have been enrolled on ESOL courses. These run on three mornings a week., totalling 12 hours' tuition. General English courses and a summer vacation course for juniors are advertised, but neither of these have run in the past 12 months.

## Management profile

The school continues to be managed by the two original founders of the school, the principal and the director of studies. The centre co-ordinator oversees the administrative and student support services. The director of studies is assisted in the academic management on a part-time basis by one of the teachers, who is TEFLQ,

## Accommodation profile

No accommodation is offered.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's clear and well communicated goals and values. There are several areas in publicity that require attention. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard. The premises generally provide students and staff with a comfortable and professional environment for work and relaxation. A limited 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

Overall, the provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient day-to-day guidance to ensure that they support students effectively in their learning. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

### Welfare and student services

The provision meets the section standard. The general needs of students for day-to-day security and safety are met. Students have access to an emergency telephone number. Students are given information about what is happening in the area and are accompanied on local trips and activities. Risk assessments are undertaken for all activities.

### Safeguarding under 18s

The provision meets the section standard. There is a clear and comprehensive safeguarding policy which is made known to everyone in the organisation; a parental consent form is in place. Policies and procedures have been developed to ensure the supervision and safety of students during scheduled lessons and activities, outside the scheduled programme, and to ensure contact between the provider and parents, but these could not be fully assessed as there were no students aged under 18 at the time of the inspection.

### 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
<b>Comments</b>	
The goals, values and role of the organisation in the wider environment are very widely understood and the management has clear objectives for the future and realistic plans to achieve them. The structure of the operation is well-established and there are sufficient staff to manage and deliver the provision. Communication both within the organisation and with the wider community are excellent. Student and staff feedback is regularly sought and acted on and systems, processes and practices regularly reviewed.	
<b>Staff management and development</b>	
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.	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
<b>Comments</b>	
Human resources policies are appropriate and made known to staff. There is no evidence that job descriptions are regularly reviewed, and some tasks are not formally allocated to staff performing them. The procedures for the recruitment and selection, induction, monitoring and appraising of staff are effective. Continuing professional development meets the needs of the organisation and the individual.	
<b>Student administration</b>	
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.	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
<b>Comments</b>	
Staff are extremely helpful and courteous and provide an excellent level of customer service. Record keeping systems are effective and records are always accessible. Emergency contact details are recorded and kept up to date. There are very effective procedures to ensure that the attendance policy is adhered to. Students are aware of the conditions under which a student may be asked to leave the course and also how to make a complaint.	

<b>Publicity</b>	<b>Need for improvement</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.	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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met
<b>Comments</b>	

There is a website, a downloadable brochure and A5 paper leaflets. The primary publicity is considered to be the brochure in conjunction with some additional A5 flyers.

Although some of the information provided about the premises and services offered is accurate and gives rise to realistic expectations, there are no photographs of the interior of the premises, but the classrooms are described as 'modern' and 'well-equipped', which is an exaggeration. Some of the information about the services offered is outdated. The information, with a few exceptions is in accurate and accessible English. Some of the required information on the courses is missing, such as an adequate description of course content and levels, dates and minimum age. Information about the costs is generally clear. There is no description of the level of care and support given to any students under 18. Description of staff qualifications are accurate. An incorrect Accreditation Scheme marque is used on the website and appears on pages about courses not eligible for accreditation.

## **Premises and resources**

<b>Premises and facilities</b>	<b>Met</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.	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

### **Comments**

Premises generally provide a satisfactory environment for staff and students and classrooms provide a suitable study environment. There is a comfortable and well-equipped students' room and free drinking water is available. Signage is clear and there are several large noticeboards for the display of general information. There is no dedicated space for staff, but teachers can use their classrooms for preparation and marking.

<b>Learning resources</b>	<b>Met</b>
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.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

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

#### Comments

Students are not given coursebooks, and alternative learning resources are limited. Teachers have access to adequate resources. Classrooms are equipped with overhead data projectors, which teachers are confident in using. Resources are reviewed and so far as possible are provided according to current needs.

### 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 the academic staff have an appropriate level of education. Two of the teachers did not have a relevant ELT qualification. The rationales were accepted within the context of this inspection. Both teachers have many years of experience teaching ESOL in the school and have recognised teaching and education qualifications. The teaching team has an appropriate profile. The DoS, who is not TEFLQ, is supported by the TEFLQ teacher. The academic management responsibilities are allocated appropriately between them and the rationale for the DoS was accepted within the context of this inspection.

<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

Teachers are matched appropriately to courses and the timetabling is managed well. Arrangements for cover are satisfactory. Some aspects of academic management affected by continuous enrolment are not adequately covered, particularly in the area of course design. The current teachers receive appropriate support and guidance. Teachers are observed by the TEFLQ member of the academic management team.

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

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Not met

#### Comments

The current ESOL course is designed on the Skills for Life syllabus. However, a specific coursebook is not followed and the school's schemes of work that the teachers follow do not provide an adequate structure for their guidance. There is no course structure in place for students on general English classes. Course design is reviewed in the light of changing needs. Written course outlines are not provided but students have an individual learning plan (ILP) which is reviewed regularly. The ILPs set out the language areas and learning objectives to be focused on week by week. The absence of a course design means there is no specific guidance on study and learning strategies. No specific strategies are included in the course design to help students develop their language skills outside the classroom.

<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

Students are placed in appropriate classes. There are very effective procedures in place for evaluating, monitoring and recording student's progress, based on their ILPs and students are provided with support as necessary. Students are given thorough information and guidance about examinations and onward paths available to them. Academic reports are available to students.

#### Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	ESOL Skills for Life classes

#### 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.	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.	Not 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 demonstrated sound knowledge of the language, and generally provided accurate models and clear explanations of grammar.

T24 Full individual student profiles demonstrated an understanding of their needs, and the cultural backgrounds of the students had been taken into account. However, in classes with a broad range of learning needs there was no clear strategy in place for dealing with this effectively.

T25 The effective sequencing and staging of activities led to relevant learning outcomes that had been made clear to students at the beginning of the lesson.

T26 A range of appropriate teaching techniques was used effectively including nomination, elicitation and concept checking.

T27 Teachers used the overhead data projectors and whiteboards effectively and managed a variety of student groupings well.

T28 Although students received encouraging positive feedback, in most segments there were many missed opportunities for error correction, particularly in pronunciation.

T29 Lessons included activities to evaluate learning, including teacher monitoring and class feedback.

T30 On the whole, teachers created a positive learning atmosphere and students were generally motivated and engaged.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to unsatisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated sound knowledge of the language and most lessons took course objectives and the students' profiles into account. However, an overall strategy for dealing with a broad range of needs was not always in place. Activities were sequenced coherently, a range of teaching techniques was used effectively, and the classroom environment was managed effectively. Opportunities were generally missed for error correction. There was a positive learning atmosphere and students were fully engaged in most lessons.

#### 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.	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.	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, emergency planning and evacuation drills are in place to ensure the safety and security of students. However, although a comprehensive major emergency response plan is in place, relevant elements are not made known to students. Students receive pastoral care from staff and are well looked after. A 24-hour emergency contact number is provided and always available to students. The pre-arrival information contains



information on life in the UK and students have access to health care as required. Further information is provided at induction.

<b>Accommodation</b> (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
<b>Comments</b>	
No accommodation is offered.	
<i>Accommodation: homestay only</i>	
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
<b>Comments</b>	
None.	
<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>	
The applicable criterion in this area is fully met.	
<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
Information on local events is provided through social media updates and information from teachers. A variety of social, cultural, and educational events and excursions are offered to students; teachers or other staff members always accompany students on these local visits. Written risk assessments are in place, but these do not give clear guidelines on how to respond to situations where students are at risk.	

## 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.	Partially assessed
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Partially assessed
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.	Partially assessed

### Comments

The school has not had any students aged under 18 since 2017 but plans to accept students aged 7–17 on summer courses in the future.

The school has a comprehensive safeguarding policy covering all the required areas. Staff receive regular training and updates. Parental consent forms are suitable. At the time of the inspection, reference request forms did not ask about an applicant's suitability to work with under 18s. This was added to the form during the inspection and is therefore no longer a point to be addressed. S5, S6 and S7 are partially assessed; policies and procedures are in place, but the effective implementation of these policies will need to be fully assessed when the school has students aged under 18.

### 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	September 2010
Last full inspection	February 2018
Subsequent spot check (if applicable)	October 2018
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	IAG courses, Functional Skills courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	January 2006
Ownership	Name of company: Community Revival UK Ltd. Company number: 05674292
Other accreditation/inspection	N/a
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	Sheffield seasonal centre used for closed group adult courses (no classes running until September 2023 at the earliest)

Student profile	At inspection	In peak week: May 2023 (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	0	0
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	61	83
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>61</b>	<b>83</b>
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Saudi Arabian	Saudi Arabian
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	19–45	19–45
Adult programmes: typical length of stay	3 months	3 months
Adult programmes: predominant nationalities	British	British

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

### Academic manager qualifications profile

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

Total	2
<b>Comments</b>	
The assistant DoS was scheduled to teach for 12 hours during the week of the inspection.	

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	2
<b>Comments</b>	
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	61	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	61	N/a
Overall total adults + under 18s	61	