

Organisation name	The Essential English Centre, Manchester
Inspection date	9–10 April 2024

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited The Essential English Centre, Manchester in April 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, course design, and accommodation.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The school was founded in 2012 by the current owners, who are also the directors. Each director takes responsibility for different areas of the business, both working full time at the school. The school has been in the same premises since it opened, although it has used different configurations of rooms to suit changing demands. It caters for a local and international market. Most students are 18 years of age or over with a small number of 16- and 17-year-olds joining adult classes.

Both directors are TEFLI, and both have experience of other areas of work and business, which they apply to their school. They have also made use of external specialists to advise on certain areas of the business (for example, human resources, assessment and safeguarding) and belong to various networks of business and ELT in Manchester and beyond.

Since the last inspection, the school has stopped accepting students who are aged under 16. In addition, most staff members have been appointed recently, including the operations manager, the director of studies and the student services manager.

The inspection took place over two days. Interviews were held with the two directors, the operations manager, student services manager, director of studies, assistant director of studies and accommodation coordinator. Focus group meetings were held with students and teachers. All teachers timetabled during the inspection were observed. One inspector carried out remote visits of two homestays and scrutinised records of visits, photographs and websites of the student residences. Six out of eight teachers timetable during the week of the inspection were observed.

Address of main site/head office

Gainsborough House, 109 Portland Street, Manchester M1 6DN

Description of sites visited/observed

The school is in the centre of Manchester, on the second floor and part of the first floor of an externally managed building. It is close to amenities, such as the metro, train station, cafés and restaurants.

A lift or stairs lead to the first floor, where the main school office is located. On the second floor the school is arranged in two sections, on either side of the lift. Across the two sections there are eight classrooms, one of which is used as a study room around class times, a staffroom, and a student lounge, as well as a student games room. During busy periods the student lounge can be used as an additional classroom. The staffroom is equipped with comfortable seating and lockers, there are two kitchens (one for staff and another for students), and separate sets of toilets for staff and students. An office on the second floor is used by the operations manager and the directors.

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"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The majority of the provision is general English, with classes of 15 hours per week and 22.5 hours per week, run in the mornings and afternoons. Levels from elementary to advanced are offered. Students can choose to combine their general English course with another 7.5 hours a week in the afternoons. Options available are Language for life (a functional skills-based course), IELTS or Cambridge examination preparation classes or English for the workplace. The school also offers one-to-one classes when requested. Students aged 16–17 are enrolled on adult courses.

Management profile

The school's senior leadership team consists of the two directors and the operations manager. The two directors both work full-time in the school, with separate roles that include leading the business, business development, marketing and quality oversight. The operations manager oversees all the day-to-day activities of the school, and manages the director of studies, student services manager and the accommodation coordinator.

Accommodation profile

The provider offers half-board homestay accommodation in single rooms. All homestays are organised by the provider. The school has approximately 50 homestays no more than a 45-minute travel time from the school. At the time of the inspection twelve homestays were in use, one of which was hosting an under 18.

Adult students can book self-catering single ensuite rooms in residences run by external providers. At the time of the inspection four students were in three different residences. All three residences are a ten-minute walk from the school. Accommodation is arranged in two, three and four-bedroom apartments with shared kitchens, and communal facilities including a laundry, or in single studios. All rooms are ensuite. Residential accommodation is for adult students only.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is very well established, communication is excellent and staff management is very effective. Student administration is carried out efficiently. *Strategic and quality management* and *Staff management* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. General academic and learner management are effective, and teachers receive good support. Courses are designed very effectively to meet students' needs. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for pastoral care, information and leisure activities. The welfare of students is a priority, student services are well managed, including well-planned and organised out-of-class activities and suitable accommodation. *Accommodation* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. The administration team is appropriately qualified. The student services manager is very experienced in safeguarding issues and care is taken to ensure all staff receive refresher training. Overall, the school provides its under-18 students with appropriate care, but some risks associated with the premises have not been adequately assessed or mitigated.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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 The organisation's goals and values inform all aspects of its work. They are very clearly articulated by management and understood by staff through training and handbooks.

M2 There is a comprehensive up-to-date strategic plan which details clear objectives for the organisation. The plan is aligned with the goals and values, and there is good evidence of it being implemented and reviewed by management and the directors.

M3 The structure of the organisation is clearly documented and presented to all stakeholders through communications, handbooks, inductions and notices around the school. The structure is sufficient to deliver all aspects of provision and provide cover where needed.

M4 There is excellent formal and informal communication throughout the school, ensuring that staff are well informed and engaged. Communication is well-documented, and meetings are recorded and minuted appropriately.

M5 The provider collects student feedback at a number of different stages of the course and through a range of mechanisms including informal conversations and more formal questionnaires. Positive feedback is collected and shared with staff. All feedback is recorded, analysed and appropriate action is taken as a result of it.

M6 Regular formal feedback is collected from staff. Appropriate action is taken and recorded. Staff feel that their voices are heard and their views are valued.

M7 There are comprehensive and regular procedures in place to ensure continuous improvement and review. These processes incorporate a wide range of sources, including student feedback.

Staff management and development	Area of strength
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 Human resources policies are thorough and are effectively made known to staff. They have been written with expert input, personalised to align with the school's goals and values, and are regularly reviewed to ensure that they are up to date. Staff feel valued and well supported.

M10 There is a comprehensive recruitment policy in place. Well-organised, complete staff files demonstrate that recruitment processes are carried out consistently by managers.

M11 Induction is thorough, and well thought out. The induction process begins prior to the employees' first day at work and continues through their first months as they grow into their roles. There is a detailed induction checklist which is consistently completed.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Customer service is excellent with well-trained staff providing excellent communication and information to students and their representatives.

M15 Students and their representatives receive comprehensive pre-course information through email communication, enquiry forms and web chat. Excellent advice is available to students throughout their stay.

M16 Enrolment procedures and terms and conditions are efficient, accurate and clear for students and agents. Procedures for refunds and cancellations are student friendly.

M18 The policy on student attendance is not effective as it does not outline the steps that will be taken if a student fails to attend the required proportion of classes. This results in inconsistent attendance levels for some students.

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

Comments

Publicity includes a website, brochure, price lists and social media channels. The website is the main medium of publicity.

M22 The website, brochure and social media are very well written in highly accessible plain English.

M23 Information on courses is clear, accurate, detailed and includes all of the required information. It is presented consistently across courses enabling readers to compare easily.

Premises and resources

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

P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
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Comments

P4 There is very good provision of space for students to relax. The environment is welcoming, comfortable and encourages students to stay on the premises to socialise.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this section are fully met.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

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

Comments

T9 Teachers receive regular formal observations which serve to monitor and develop them and inform the CPD programme.

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

Comments

T12 Course syllabuses include extensive suggested activities and resources for introducing authentic language, the local environment and a focus on UK life and culture.

T13 There is a formal process for the regular review of courses, including a follow-up review to assess the impact of changes. Teacher and student feedback forms a part of the review.

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

Comments

T15 Placement procedures are clear and comprehensive and cover a range of language and skills areas, resulting in very homogenous class composition.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, afternoon option classes.

Comments

Six of the eight teachers working during the week of the inspection were observed.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Not met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 While models were sometimes relevant, concise and memorable, in some segments, the target language was not sufficiently highlighted or was produced inaccurately by teachers.

T20 The topics and materials selected were appropriate in all classes, and in stronger segments the skills and language focus was matched very well to course objectives and students' needs.

T21 Learning outcomes were consistently shared with students. Activities were appropriately sequenced and there was clear movement from known to unknown language in most classes.

T22 A range of techniques was observed, and teachers employed them competently. Elicitation and questioning were used effectively to meet the needs of the students and develop their learning and understanding.

T23 There was effective use of the coursebook or supplementary resources in all classes observed. In addition, there were good examples of the use of games and competition, the movement of students and variation of classroom set up to enhance learning.

T24 In general, teachers used praise and correction to good effect to motivate and guide students. In stronger segments, students were monitored very well, and teachers gave useful on-the-spot feedback and correction.

T25 Most lessons were coursebook based and had a logical progression to learning, ensuring that students were aware of what they had learnt. In addition, there were good examples of teachers providing opportunities for students to use recently learned language.

T26 There was a consistently positive learning environment in all classes. Teachers personalised activities, used humour and demonstrated an excellent understanding of how to motivate their students.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 The emergency plan is practical and comprehensive but there is insufficient evidence it is routinely shared with the academic team.

W2 There is very good provision for pastoral care with all staff, teachers and hosts encouraged to be aware of students' pastoral needs. Academic tutorials include questions about students' wellbeing. The provider's digital system allows immediate recording and communication of welfare issues. Management and academic meetings have pastoral concerns on the permanent agenda.

W3 The policies are comprehensive and are reinforced and clearly expressed in manuals, handbooks, inductions and on noticeboards. Tolerance and respect are part of the school's ethos: this was positively commented on in the teacher focus group.

W5 Students receive very clear, accessible and useful information in a variety of formats appropriate to all levels and age groups. Students in the focus group were very appreciative of the information given prior to arrival.

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

W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The accommodation manager records detailed, relevant and up-to-date information on all accommodation and the feedback received. This is used to place students. A live spreadsheet tracks when Health & Safety documents and visits are due.

W10 Students receive personalised, comprehensive and accessible information about their accommodation including useful details about the local area and travel to the school.

W11 There are good and varied measures in place to ensure students are asked for feedback on their accommodation. Feedback is handled in small groups, one-to-one and both informally and formally. Staff understand the procedures for reporting and actioning issues.

W12 The homestay provider agreement is robust and comprehensive. There is evidence of regular reviews with input from relevant staff.

Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

All applicable criteria in this area are fully met.

Leisure opportunities

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 There are effective measures in place to give students detailed information about events in the city and excursions outside. Support is given in booking tickets. The student services manager and student services assistant proactively encourage participation in events.

W20 The leisure programme is well planned to ensure there is a variety of activities appropriate for under 18s and students who do not drink alcohol. Consideration is paid to longer-term students' interests and to students' feedback.

Safeguarding under 18s

Safeguarding under 18s	Met
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S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection there was one 17-year-old student enrolled on the adult programme. The provider anticipates approximately ten students aged 16 and 17 in the peak summer month of July. All will be enrolled on adult programmes.

S1 The safeguarding policy is clear and comprehensive and includes age differentiation. It is supported by staff and student codes of conduct, post descriptions and clear protocols on incident reporting and disclosure. Expert input from safeguarding bodies was sought in the framing of the policy.

S2 All staff have appropriate safeguarding training. In addition to a very experienced named designated lead trained to specialist level other management and supervisory staff are trained to advanced level. Guidance for staff is comprehensive, including who to talk to if the lead is absent. Informal refresher training is regular for all staff. The relevant staff have their photos in student handbooks and inductions. Students are made aware of salient points.

S5 The premises' risk assessment does not address the shared use of the building with other companies, nor the potential risks of open side entrances to the building from the street.

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 Sampling identified the following issue: students are provided with handouts which are photocopied from workbooks, which is in contravention of copyright regulations.

Organisation profile

Inspection history	Dates/details
First inspection	2014
Last full inspection	2018

Subsequent checks/visits (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	2012
Ownership	Name of company: The Essential English Centre Ltd Company number:08515835
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None
Details of any additional sites not in use at the time of the inspection	None

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	43	100
Full-time ELT (15+ hours per week) aged 16–17 years	1	25
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	44	125
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–27	18–27
Adult programmes: typical length of stay	8 weeks	5 weeks
Adult programmes: predominant nationalities	Swiss, Saudi Arabian, Japanese, Kuwaiti	Spanish, Italian, Swiss, Saudi Arabian, Japanese
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	12
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	2	2
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 and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
Comments	
Both academic managers are available for cover. The assistant director of studies teaches a maximum of ten hours per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	5
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	8
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	11	1
Private home	0	0
Home tuition	0	0
Residential	4	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	11	0
Staying in privately rented rooms/flats	17	0
Overall totals adults/under 18s	43	1
Overall total adults + under 18s	44	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 and S5 have been addressed. The required evidence was subsequently submitted.