

Organisation name	Lexis School of English, London
Inspection date	18–19 June 2024

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Lexis School of English, London in June 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+), and vacation courses for adults and young people (16+) and under 18s. The inspection report stated that the organisation met the standards of the Scheme.

Strengths were noted in the areas of student administration, care of students and leisure opportunities.

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

## Introduction

Lexis School of English (Lexis) is a family-owned school. Both directors, the co-owners, have many years of ELT experience in London and abroad. General English, examination preparation classes and one-to-one lessons are offered to international students, mostly studying full-time. Local residents who mainly study two to four days a week, are integrated into the full-time classes. The school also offers short full-time courses in July and August for students aged 16+ and 'Teen Summer courses' for 12 to 15 year-olds. It aims to expand both its summer and year-round full-time provision.

The inspection took place over one and a half days. The two inspectors had meetings with both directors, the director of studies (DoS), the teachers and a group of students. All the teachers timetabled during the inspection were observed and one inspector visited two homestays and one shared house.

## Address of main site/head office

69 Ballards Lane, Finchley Central, London N3 1XT

## Description of sites visited/observed

The school occupies the two upper floors of a three-storey period building in Finchley, a largely residential area of north west London. On the ground floor is a retail business. The school is reached through a garden-yard by means of a metal stairway. On the first floor is a reception, teachers' room, toilet, kitchen and two classrooms. On the second floor are three more classrooms, the directors' office, a second toilet and a storage room.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
Applied English/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 school offers general English for adults and young people (16+) throughout the year. A growing number of students study full-time and the rest are part-time. Some classes lead to IELTS and other external general English examinations. One-to-one classes are taken by, on average, two to four students a month throughout the year. In summer, short full-time courses are offered for adults and young people and for 12 to 15 year-olds. The school's publicity says it will accept students as young as five, but these would be taught one-to-one or in very small groups and be chaperoned by a family member.

## Management profile

The two directors share overall responsibility for the general management of the school including strategic planning, staff management, finance, marketing and publicity, admissions, premises and health and safety. One director is the welfare and accommodation officer and the co-designated safeguarding lead (DSL). The DoS is the second DSL and is responsible for academic management and staffing and assists the directors in the day-to-day running of the school.

## Accommodation profile

The provider offers bed and breakfast and half-board homestay accommodation in single rooms. All homestays are organised by the provider. The school has approximately 25 homestays no more than a 30-minute travel time on public transport from the school.

Adult students can book self-catering single ensuite rooms in residences or shared houses run by external providers. Shared houses are walking distance from the school; residences are 30–40 minutes travel time on London Underground. At the time of the inspection three homestays were in use, one of which was hosting an under 18. One student was in a shared house and four in residences organised by third parties.

## 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 stated goals, values, and publicity. *Student administration* is an area of strength

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation and resources are suitable for the needs of the student profile. Although appropriate measures are in place to ensure the safety and security of students, a comprehensive risk assessment of the premises has not been undertaken.

### Teaching and learning

The provision meets the section standard. The academic team has a professional profile appropriate to the context and teachers receive sufficient guidance to ensure they support students effectively in their learning. Course design is appropriate. 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 school provides its students with appropriate pastoral care and efficient student services. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of the students with well-planned and organised activities. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it.

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

**Comments**

M3 There is a clear and effective structure in place for the ELT operation, understood by all teachers, and made known to students. Key staff know each other's roles very well and are able to deputise for each other at any time to ensure continuity and the smooth running of the operation.

M4 Channels of communication are appropriate and effective; meetings at various levels take place frequently with clear minutes and a record of actions disseminated to all. Staff in the focus group felt involved in, and very much a part of, the organisation.

**Staff management and development**

Met

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.

Met

M11 There are effective induction procedures for all staff.

Met

M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

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 A comprehensive suite of human resource policies is in place, developed with outside expertise, and these form part of staff terms and conditions of employment.

**Student administration**

Area of strength

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.

Met

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Strength

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Met

**Comments**

M14 Students spoke highly of the excellent customer care they received. Staff are friendly, knowledgeable and approachable, as witnessed during the inspection and evidenced by consistently positive feedback.

M15 The individual nature of the service provided ensures students and their representatives receive detailed one-to-one support and guidance before enrolling on a programme. This level of support continues throughout their time at the school.

M19 The attendance and punctuality policy is explained to students very clearly at the induction they receive on arrival, is reinforced in the student handbook and is adhered to. Absence and lateness is recorded in the registers, poor attendance is flagged and follow-up action taken.

**Publicity**

Met

M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Met

M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

Met

M23 Publicity gives clear, accurate and easy-to-find information on the courses.

Met

M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the website and some social media sites. Printed brochures are available and can also be downloaded from the website.

M26 The website made reference to 'our' residential and other types of accommodation when these are in fact contracted from private providers. This was immediately rectified during the inspection and is no longer a point to be addressed.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### Comments

P1 Records of fire drills, gas and electricity checks were all complete and up to date. However, the premises risk assessment lacked detail and did not adequately cover all of the potential risks associated with the building.

<b>Learning resources</b>	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.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

All applicable criteria in this area are fully met.

### Teaching and learning

<b>Academic staff profile</b>	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 clearly 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.

<b>Academic management</b>	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.	Not 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.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
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

T6 Guidance on dealing with continuous enrolment is given to teachers in the teachers' handbook. Further support is provided by the DoS and the design of the course in three-week blocks. However, the combination of continuous enrolment, full-time and part-time students sharing the same classes and a range of levels in classes presents significant challenges to teachers.

T8 The DoS shares the same staffroom as the teaching staff allowing for a great deal of informal daily support. Peer observation is encouraged, and support is in place for newer, less experienced teachers. Teachers in the focus group spoke very highly of the supportive, collegiate environment within Lexis and the consistent support and guidance from the DoS.

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

#### Comments

All criteria in this section are met.

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

**Comments**

T15 (See also T6) Although placement procedures are in place current student numbers mean a wide range of levels was observed in most classes.

T18 Students receive very good guidance about relevant examinations and moving on to mainstream education in the UK from knowledgeable and experienced staff.

**Classroom observation record**

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All

**Comments**

None.

**Teaching: classroom observation**

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

**Comments**

T19 Generally the illustration of grammatical structures and of lexis was satisfactory and teachers provided accurate models of spoken and written language. There was evidence in better lesson segments of knowledge of phonological systems: for example, use of phonemes and stress and intonation marking.

T20 Although class profiles demonstrated some awareness of the students' strengths and weaknesses and language learning needs, little evidence of differentiation was seen. Teachers mostly devised plans which drew on the three weekly course objectives. The lesson content was usually based on an appropriate coursebook.

T21 Learning outcomes were displayed on classroom walls and were generally achieved by means of well-staged activities.

T22 Overall a broad range of teaching techniques was used confidently and to good effect to present and practise language in a student-focused way. These included skilful elicitation, questioning, prompting, checking of meaning and instruction giving.

T23 The classroom environment was well managed in the majority of segments seen. The management of seating arrangements, pairing and grouping encouraged student interaction. Board work was mostly clear, with helpful use of colour to highlight form and other aspects of language. Interaction patterns were varied and, in most cases, teachers monitored effectively.

T24 Although feedback was evident in all lessons, a limited range of correction techniques was observed and occasionally student errors were ignored, or inaccuracies accepted.

T25 Most teachers created opportunities for students to demonstrate their learning, and lessons included appropriate tasks to enable teachers and students to evaluate learning. Reference was made to previous learning.

T26 Teachers worked hard to establish a positive learning environment and, in most cases, there was a good rapport between the students themselves and with their teachers. Teachers were patient and encouraging and students were engaged with their learning.

## Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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
<b>Comments</b>	
<p>W2 The standard of welfare provision is very good. A named member of staff provides proactive support to students with personal issues and is in frequent contact with hosts to ensure students have settled in. Policies make excellent reference to homesickness and culture shock. The student focus group spoke very highly of the provider's 'family atmosphere' and warmth of relations between students and staff.</p> <p>W3 Sensitively expressed policies, handbooks and induction information support an ethos of intercultural respect and tolerance. Positive interactions are well modelled by staff.</p> <p>W5 A good range of measures are in place to ensure students understand their travel options; these include comprehensive, personalised pre-arrival information on the local area, bus services, maps and useful websites. The student induction and manual give very helpful and well-presented information on life in the UK.</p>	
<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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
<b>Comments</b>	
<p>W7 The accommodation visited was of a high standard offering a clean, comfortable and homely environment very close to the school. The hosts spoken to were experienced, welcoming and made an extra effort to include students in their social lives.</p> <p>W10 Students receive very personalised information about their hosts and the local area including photos of the route to the school. The accommodation manager remains in contact with the homestay provider until the student has arrived.</p> <p>W12 The guidelines for homestay providers are comprehensive. They cover all areas of the practical and welfare aspects of the relationship between students, the school and homestays. Rules are clearly presented and areas of possible concern referenced.</p>	
<i>Accommodation: homestay only</i>	
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



<b>Comments</b>	
All criteria in this area are fully met.	
<b>Accommodation: other</b>	
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.	Met
<b>Comments</b>	
All criteria in this area are fully met.	

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

W19 Up-to-date information on local and regional events is attractively displayed on noticeboards around the school. The leisure programme organiser offers advice, encouragement and practical support to students wishing to book tickets and take part in excursions that are not part of the school's leisure programme.

W20 The leisure programme offers a wide variety of activities that often complement class work. The programme is sensitive to students' interests and ages and repetition is avoided. Feedback from the student focus group was very positive.

W21 Excursions are well organised with detailed briefings and itineraries before each trip. Feedback from staff and students involved is proactively sought and acted on if appropriate. Students are given worksheets, quizzes and handouts that enhance the experience.

## **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Met</b>
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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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 enrolled on an adult course. The provider anticipates approximately 15 students aged 16–17 enrolled on adult courses in the peak summer month of August and 20 students aged 12–15 enrolled on junior programmes.  
All criteria in this area are fully met.

## 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	2019
Last full inspection	2019
Subsequent checks/visits (if applicable)	2023
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	2011
Ownership	Name of company: Lexis London Limited, trading as Lexis School of English Company number: 06377188
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

## Student profile

Student profile	At inspection	Estimate at peak
	At inspection	August
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	10	15
Full-time ELT (15+ hours per week) aged 16–17 years	1	15
Full-time ELT (15+ hours per week) aged under 16	0	20
Part-time ELT aged 18 years and over	7	5
Part-time ELT aged 16–17 years	0	0

Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>18</b>	<b>55</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–30	16–30
Adult programmes: typical length of stay	12 weeks	2 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Brazilian	Saudi Arabian, Brazilian, Turkish, Taiwanese, French, Spanish, Italian
Junior programmes: advertised minimum age	N/a	12
Junior programmes: advertised maximum age	N/a	15
Junior programmes: typical length of stay	N/a	2 weeks
Junior programmes: predominant nationalities	N/a	Spanish, Turkish, Taiwanese

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	3	5
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1

#### **Comments**

The academic manager does not have a teaching load but is free to cover if necessary.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	3
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	3

#### **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	2	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	3	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	8	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	17	1
Overall total adults + under 18s	18	

### Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 have been addressed.