

Organisation name	LILA* Liverpool
Inspection date	5–6 April 2022

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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M8 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited LILA\* Liverpool in April 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [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.

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

## Introduction

LILA\* Liverpool (LILA) was founded in 2013 as a partner company to Liverpool International Language Academy Ltd which was then running a British Council accredited EFL operation. It remained dormant until late 2016 when LILA bought Liverpool International Language Academy and began operating. LILA is situated in Liverpool city centre. Most students are adults with a small number of 16 and 17 year-olds joining adult classes. The school also hosts closed groups of under 18s and runs a summer school for the same age group.

This compliance-only inspection, which was conducted remotely, took the equivalent of a day and a half over two days. The inspectors held meetings with the two directors, the director of studies, the international sales and marketing manager and the operations manager. A focus group meeting was held with the teachers, and another with a group of students. Six of the seven teachers timetabled to teach during the week of the inspection were observed. The inspectors were sent a video tour of the premises in advance of the inspection, and one inspector spoke to a homestay host and the residence manager and viewed the accommodation provided remotely.

## Address of main site/head office

New Barratt House, 47 North John Street, Liverpool L2 6SG

## Description of sites observed

The school is situated in the centre of Liverpool, five minutes' walk from the city's main station in one direction and five minutes' walk from the Albert Dock in the other direction. The school moved to its present premises in 2010. It rents the first and second floors of a modern office block. Students enter the building from the street. The ground floor entrance is staffed during school opening hours and is served by two lifts and a staircase which students use to access the first floor. On the first floor there are female toilets, the directors' office, reception, the administration office, a student common room, the teachers' room, six classrooms and a meeting room. The second floor comprises the male toilets, a prayer room, a social space and common room for students, and nine classrooms. Both floors have a hub area with seating, computers and plug sockets for students to use.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The large majority of courses are either general English or examination preparation courses. Students aged 16 and 17 are enrolled on adult courses with parental consent. Junior courses run in July and August, with an age range of 12 to 17. In addition, the school accepts closed groups of under 18s, and specialist closed groups of adults focusing on language and topics, including culture and history. The majority of courses run are general English for adults, although examination preparation courses are also run. In addition, one-to-one and teacher development courses are available. Students can study for 15 or 21 hours a week.

## Management profile

There are two directors, who founded the school 20 years ago and take the roles of strategic leads. One director oversees operations and the other focuses on sales and marketing. The sales and marketing director oversees the international sales and marketing manager who also has responsibility for student administration. The operations director is the designated safeguarding lead, and leads on student welfare as well as managing the operations manager, who has responsibility for the majority of student services. The director of studies has responsibility for the academic programme and manages the teachers on a day-to-day basis, and also has some responsibility for pastoral care. He reports to the two directors.

## Accommodation profile

The school offers full and half board homestay accommodation with hosts located no further away than 45 minutes on public transport. In addition, it offers accommodation in central university halls of residence, either fully ensuite or with shared bathrooms. Private apartments are also available. Under 18s are accommodated with homestay hosts only. The school does not use the services of an accommodation agency.

## 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 very clearly stated and widely shared goals and values, and their publicity. The structure of the organisation is well established and understood, communication is very good and student administration is carried out very efficiently and effectively.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, and guidance on the use of these resources is provided for students and staff where needed.

### Teaching and learning

The provision meets the section standard. The academic team has appropriate qualifications and experience. Teachers are well supported by the academic management team. Course design and learner management are effective. Courses are managed to provide good benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are met. The accommodation provided is suitable and appropriate systems are managed effectively. Students have access to a variety of social, cultural and sporting activities and events. Systems and procedures ensure that health and safety are maintained at all times.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 at 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. There are suitable arrangements for student accommodation and communication with parents or guardians.

### 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
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### Comments

There is a clear and explicit statement describing the school's well-established values and mission, which result from consultation with staff. This is made known to staff and students through handbooks, policies, documentation and throughout the building on displays and noticeboards. There is a strategic plan with detailed, clear and realistic objectives and performance indicators for the future of the school and for each department. The structure of the organisation is very clear and easy to understand. There is an appropriate blend of formal and informal communication, which is frequent and effective and includes all stakeholders including homestay hosts. In general, there are good systems in place to collate and act upon feedback from students and staff, although the response rate from students is not as high as it could be. A detailed self-evaluation document is in place and up to date.

### Staff management and development

M8 The provider implements appropriate human resources policies, which are made known to staff.	Not met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

### Comments

Human resources policies and procedures are generally appropriate and made known to staff through handbooks and contracts of employment. However, two self-employed members of staff did not have a contract or other form of written agreement of terms of conditions. Job descriptions are in place for all members of staff and are dated and reviewed regularly, although review dates were not recorded in a minority of cases. Recruitment policies and procedures are appropriate and effective. Induction procedures are thorough and appraisals are carried out regularly, and are focused on clear target setting for staff. There is a strong culture of continuous professional development, and staff are offered a range of training and developmental opportunities.

### Student administration

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

### Comments

Students gave very positive feedback when asked about the helpfulness and friendliness of all staff, and levels of customer service. Pre-arrival advice and guidance is personalised and comprehensive, and communication with prospective students is thorough and prompt. The systems for enrolment, cancellation and refunds are managed very effectively by the administration team, supported by an accessible database. Appropriate records of payment

and course details are up to date. Absence and lateness policies are clear and are implemented, although absence levels are higher than the school would hope for. Conditions under which a student may be asked to leave the school are clearly communicated to students and their sponsors, complaints procedures are communicated to students through handbooks, terms and conditions and notices around the school; complaints are effectively recorded and followed up.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The school's main medium of publicity is its website. In addition, there is a brochure which is sent to all prospective students, as well as a social media presence.

Publicity is attractive and gives rise to realistic expectations. Information is presented in clear, accurate and accessible English. Course information is comprehensive and easy to find. Costs of tuition, additional materials and the leisure programme are clearly stated. At the time of the inspection, there was not sufficient information given in regard to the care of students under 18, including a description of the level of care and support given to those students. This was rectified shortly after the inspection and is no longer a point to be addressed. The description of accommodation is clear, detailed and accurate, as are descriptions of staff and their qualifications. Claims to accreditation are in line with Scheme requirements.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

A virtual tour and conversations with staff and students demonstrated that the building is in a good state of repair, cleanliness and decoration. The school has prioritised creating a comfortable space for work and relaxation. Classrooms are spacious and suitably furnished and provide a good study environment, although it was not possible to assess ventilation and extraneous noise. There is ample comfortable space for relaxation, socialising and the consumption of food.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Not met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
There is a very good selection of learning resources for both students and teachers including in-house materials in both electronic and paper format. Classrooms are well resourced with technology and it is well maintained. There is a range of self-study materials available for students although they receive limited guidance on how to use them. The review and development of resources is appropriate and takes into account feedback from students and includes opportunities for teachers to pilot materials.	

## 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

<b>Comments</b>	
Two members of the team do not have a Level 6 qualification. Rationales were submitted for them and were accepted in the context of this inspection based on their engagement with post-compulsory education. The teaching team has appropriate ELT qualifications and a range of knowledge, experience and skills which is well matched to the school and the students. The academic manager is TEFLQ with relevant teaching and management experience.	

<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.	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

<b>Comments</b>	
The academic manager has a good knowledge of the teachers' experience and skills and is sensitive to how they work together as co-teachers. Teachers are matched appropriately to courses. The timetabling of students, teachers and courses is well managed. Cover arrangements are appropriate. Course design and timetabling takes into account continuous enrolment, and teachers receive some guidance in this area. The teacher focus group mentioned many times that the academic manager is available and supportive, and the design of the school promotes a supportive and collaborative working environment. There are effective systems in place for the observation and monitoring of teachers' performance with regular programmed appraisals, observations and feedback.	

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

Course design has a clear rationale, although it lacks detail in regard to identifying learning outcomes for students. Course outlines are shared with students and are adequate, but the focus on learning outcomes is limited and would benefit from being written in more student-friendly language. Courses are systematically reviewed in response to student and teacher feedback. Learning strategies are focused on during the course, but not fully integrated into the syllabus as a whole.

<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

Procedures for the placement of students and the monitoring of their progress are straightforward and well managed. The ongoing monitoring and support of students through assessments is effective and student centred, although no longer supported by one-to-one tutorials. Excellent levels of learning support are available to accommodate the diversity of students studying with LILA. Academic reports are available to all students, as is good advice regarding examinations and access to mainstream UK education.

#### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English

#### 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.	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 produced clear, accurate models of spoken and written English, including models for individual sounds, words and words in connected speech. However, some explanations were unclear and relied heavily on metalanguage which students did not understand.

T24 Plans included detailed and useful student profiles which were applied to the planned aims and activities of lessons. Teachers anticipated potential problems within plans and provided appropriate solutions.

T25 In the majority of segments, learning outcomes were identified in plans, and were referred to during classes. However, there was not always evidence of them being shared with students, nor was it always clear what the intended learning outcomes were.

T26 Overall there was a range of techniques employed confidently by teachers, including nomination, prompting, elicitation, use of gesture and a focus on the development of subskills. Occasionally, the range of techniques was limited.

T27 Overall, the classroom environment and resources were very well managed with clear, checked instructions, very good use of the whiteboard and technology, and use of the students as a resource in peer groups.

T28 There was effective use of correction and praise used in most classes. This included on the spot and delayed correction, as well as self and peer correction and the use of prompting. In addition, teachers monitored students effectively when they were working in pairs or small groups.

T29 In most classes observed there was reference to work covered earlier in the lesson or in previous lessons, which raised students' awareness of what had been learnt previously. In a minority of segments observed, students moved from one activity to another without having opportunities to use newly learnt language in a meaningful way.

T30 Clear instructions and effective classroom management combined with a collaborative approach to learning engendered a positive learning atmosphere in the majority of segments observed. In general, students were highly engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with the majority being satisfactory against the criteria. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. However, explanations and intended learning outcomes were not always clear. Lessons were carefully planned with learners' needs in mind. The techniques used were mostly appropriate, and classroom resources were managed very well. Teachers gave thought to the evaluation of learning and feedback to learners and created a positive learning atmosphere.

### 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.	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
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### Comments

Appropriate risk assessments and emergency planning are in place to ensure the safety and security needs of students are met. Students receive pastoral care from several appropriately trained staff. A 24-hour emergency contact number is provided, and students enter this into their phones. The adult and under 18 student handbooks are accessible and contain detailed information on life in the UK. Students have good access to health care provision as required.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

Students responded positively about the comfort and standard of accommodation arranged by the school. The accommodation viewed was of an appropriate standard and all cleaning and laundry arrangements are satisfactory. Students receive information about their allocated accommodation in time, and procedures for identifying and solving any problems are effective. Information for and communication with homestay providers is of a good standard. Students were very satisfied with any meals provided.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

### Comments

All criteria in this subsection are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended and booking and payment arrangements are clear.	N/a

### Comments

Clear and helpful information about living in rented accommodation is provided in a separate handbook.

<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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

The leisure programme is under the direction of a named person with specific responsibilities. The offer is wide and varies every week. Activities are intended to cover different aspects of entertainment, culture and sport. Sessions are well prepared, risk assessed and students are asked for feedback. Under 18s are catered for appropriately. The summer under 18 group courses have a separate programme from the main school but adopt the same approaches to staff recruitment and the supervision and safety of students.

### 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.	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

There were no under 18s studying at the school at the time of the inspection. In the summer, closed group courses for under 18s are organised using the same teaching premises. The school has a comprehensive safeguarding policy covering all the required areas. Staff receive regular training and updates. Parents or guardians receive information about the level of care provided and complete a parental consent form. Safer recruitment procedures are followed closely and with the school paying for all suitability checks. Suitable homestay accommodation is well organised and monitored on an ongoing basis. Effective measures are in place to enable 24-hour contact between the school, parents and guardians.

### 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	April 2017 as LILA* Liverpool May 2008 as Liverpool International Language Academy
Last full inspection	April 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Exams, externally validated certificate level TEFL qualifications
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

**Private sector**

Date of foundation	2013
Ownership	Name of company: LILA* Liverpool Company number: 08782216
Other accreditation/inspection	N/a

**Premises profile**

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

**Student profile**

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	61	160
Full-time ELT (15+ hours per week) aged 16–17 years	0	15
Full-time ELT (15+ hours per week) aged under 16	0	25
Part-time ELT aged 18 years and over	0	10
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>210</b>
Junior programmes: advertised minimum age	0	12
Junior programmes: advertised maximum age	0	16
Junior programmes: predominant nationalities	0	Spanish, Italian, Turkish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–24	18–24
Adult programmes: typical length of stay	12 weeks	6 weeks
Adult programmes: predominant nationalities	Kuwaiti, Saudi Arabian, Brazilian, Spanish, Mexican, Swiss	Kuwaiti, Saudi Arabian, Brazilian, Spanish, Mexican, Swiss

**Staff profile**

Staff profile	At inspection	In peak week (organisation's estimate)
	Total number of teachers on eligible ELT courses	5
Number teaching ELT 20 hours and over a week	5	

Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
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	9	0
Private home	0	0
Home tuition	0	0
Residential	11	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	0	0
Staying in privately rented rooms/flats	41	0
Overall totals adults/under 18s	61	0
Overall total adults + under 18s	61	