

Organisation name	Living Learning English, Bristol
Inspection date	26–28 November 2021

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 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

The British Council inspected and accredited Living Learning English in November 2021. 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).

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

Living Learning English (LLE) is a home tuition provider with a head office based in Bristol. It also offers guardianship services for young learners. As homes are located across the UK, provision is supported where practical by a team of regional representatives, although currently the core team carry out the majority of the work required.

During the pandemic, provision was reduced, although some services were able to continue at different points during lockdown, with appropriate safety measures, because of the individualised nature of programmes, within teachers' homes.

The inspection involved two inspectors and took one day and a half day, spread across three days. Due to the global pandemic the inspection was conducted remotely. Meetings were held with the principal, the academic manager, the senior guardianship manager, the business development manager and one of the course managers. Documents held by head office were viewed.

Eight teachers and their homes were inspected. Each remote visit lasted approximately one hour and included a brief one-to-one discussion with both teacher and student, a tour of the home, and a class observation of approximately twenty minutes. Some documents held by teachers were also viewed.

Address of main site/head office

27 Portland Square, Bristol BS2 8SA

Description of sites observed

The head office was not seen, and staff were mostly working remotely. Eight teachers' home were viewed virtually; all included designated teaching and learning space as well as living accommodation.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

A range of different courses are offered and created as bespoke programmes by teachers. Programmes are predominantly one-to-one, but two-to-one is also offered. The majority are general English courses for younger learners.

Management profile

The senior management team reports to the principal and consists of the academic manager, the business development manager/course manager, and the senior guardianship manager. Another course manager and the administration team also report to the principal. Academic consultants, regional representatives, guardianship managers and a business administrator support these main roles, and a further two posts – an accounts manager and an office manager – have been vacant during the pandemic. Teachers are self employed and their work is co-ordinated by the academic manager and other managers as appropriate.

Accommodation profile

Homestay is the only accommodation offered. It is always arranged by the organisation.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates effectively and efficiently to the clear benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Premises and resources

The provision meets the section standard. Premises provide very comfortable and professional environments for work and relaxation. A good range of learning resources is available, highly appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for security, pastoral care, information and leisure activities very well. The services offered, including very suitable accommodation and a tailor-made programme of out-of-class activities for each student are extremely well managed and delivered.

Safeguarding under 18s

The provision meets the section standard. There is very good provision for the safeguarding of students under the age of 18 within the host/teachers' homes and in the programme of leisure opportunities offered, which is suited to each student.

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

Comments

The organisation has clear objectives and its strategic plan effectively grounds these in the context of the current market and developments in the ELT industry. LLE's goals, values and mission statement were developed with the senior team, and are well set out and communicated. The management structure is clear, and the team approach adopted by managers results in widely shared knowledge and experience of all aspects of the work of the organisation. This facilitates good cover arrangements, and the team's work is strongly supported by very good communications and effectively enabled by good technology. There is a clear cycle of continuous improvement drawing on information from staff and student feedback in particular, both of which are regularly collected and acted upon.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	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

Robust systems ensure that staff are well recruited, inducted, supported and monitored, as well as given opportunities for development. There is a clear sense that LLE is a good organisation to work with.

Student administration	Met
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

Staff understand each others' roles and are able to step in and cover or offer support as required. The bespoke programmes offered entail very high levels of communication, information and advice to clients. A range of languages is spoken within the team. Technology provides excellent support and information is easy for staff to retrieve. There are clear policies and procedures for dealing with complaints and student conduct. Although attendance is unlikely to be a problem in the home tuition context, there is a good level of response and support to any issues arising.

Publicity	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.	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

There is a website and a brochure, which is downloadable from the website.

Publicity is detailed, accurate, comprehensive, well presented, and enhanced by photographs of actual provision.

Premises and resources

Premises and facilities	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.	N/a
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

The teachers' homes observed were all in a very good state of repair, very clean and well maintained. Appropriate learning areas were available, and a good study environment had been created, including display in some cases. Food and drink is normally available on demand, and students are encouraged to help with preparation and/or have input into what they eat and drink.

Learning resources	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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

A good range of resources is provided by LLE, including recently acquired online teaching materials which are highly accessible and well organised. Teachers also use their own resources to varying degrees. Technology is managed by teachers themselves, but training in the use of digital resources is provided.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

The academic manager is TEFLQ with appropriate experience. Teachers are appropriately qualified, and the team as a whole has a good range of experience and skills for the courses offered; many have QTS status and/or experience with younger learners.

Academic management

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.

N/a

T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Met

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.

Met

Comments

As courses are bespoke, matching of teachers and courses/students takes a wide range of factors into account. Similarly, timetabling can be managed and tailored to individual circumstances, and adapted in case of illness. Teachers are well supported by the academic manager and observations take place regularly.

Course design and implementation

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

Teachers design bespoke programmes with input from their students. A syllabus planning document, which includes attention to study and learning strategies, helps to ensure that programmes are cohesive and structured, and course outlines and records of work are also produced. In addition to formal lesson time, students are involved in everyday life with their teacher, as well as excursions and activities, supporting language acquisition and continued learning outside the classroom.

Learner management

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

The nature of the provider's bespoke programmes enables placement, progress and all aspects of learning support to be tailored to the individual.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	sample range

Comments

Eight of eleven teachers timetabled during the week of the inspection were observed with a range of students of varying ages and course types/lengths.

Teaching: classroom observation	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 generally demonstrated sound knowledge and awareness, and provided appropriate models and examples. Some provided good explanations of language items as they arose.

T24 Plans and materials generally reflected student interests very clearly and sometimes cultural background had also been taken into account. In some cases, lessons addressed the specific needs of students in a one-to-one situation.

T25 Overall course outcomes were generally made clear as well as individual lesson outcomes in some cases. Lessons were logically sequenced.

T26 Teachers made use of a reasonable range of appropriate techniques, including elicitation, concept checking and In stronger lessons, teaching was effectively geared to the one-to-one context.

T27 Teaching areas were generally managed appropriately, and materials and other resources used effectively. Some teachers made good use of the home environment as a teaching resource.

T28 Teachers provided plentiful praise and encouragement as well as correcting errors that arose in the course of some activities. In a small number of lessons, there was evidence of a systematic approach to correction.

T29 Lessons included review, and relevant short tasks to evaluate learning.

T30 Teachers had established good rapport with their students and were often able to make good use of personalisation. Students were clearly very involved in their lessons and finding them interesting and enjoyable.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory, with the majority of the segments observed being satisfactory. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. In many cases, lessons had been carefully planned with learners' interests and course objectives in mind. The techniques used were generally appropriate, and classroom resources were managed effectively. Teachers had often given thought to the evaluation of learning and feedback to learners and had created an atmosphere conducive to learning.

Welfare and student services

Care of students	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

Comments

There are very effective procedures in place to ensure the safety and security of the students while staying with their host/teacher. Hosts are required to conduct thorough risk assessments, which are checked during home visits, and to share this information with their student. Students receive a very high standard of age-appropriate individual care both from their host/teacher and also from head office staff. Every student has a personal video call during their first week with a course manager and is given the option to have a pre-arrival chat. There are well-presented policies to promote tolerance and respect. Respect and caring for others feature prominently in the organisation's ethos. Information both pre-arrival and during the stay is age-appropriate, comprehensive and helpful.

Accommodation (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

All the homes visited were of a very good standard and students' bedrooms were spacious and very comfortable. Regular checks are made on the accommodation and hosts are required to upload relevant safety documents onto the teachers' portal. Students receive very detailed information about their accommodation, including photographs of the property and the student's bedroom. Any problems are quickly identified by the course managers when speaking with the students. The host/teachers have thorough inductions and all the various handbooks, policies and procedures are found on the teachers' portal. Students reported that their meals were of a very good standard.

<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 area are fully met.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Students are given very good information before arrival about available local opportunities and the possible activities and excursions that can be included as part of their home tuition experience. On arrival, the programme is adjusted to suit the more specific requests and interests of each student. The host/teachers are given guidance and support in both organising the programme and in risk assessment to ensure the safety of students. Any activities requiring additional supervision or training are jointly assessed for safety by the host teacher and head office.

Safeguarding under 18s

Safeguarding under 18s	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

Most of the students were under 18 at the time of the inspection. This is generally the case, particularly during the summer and boarding school holidays.

The safeguarding policy is very thorough and widely available. There is a clear safeguarding management structure within the organisation. The designated and deputy safeguarding leads, as well as three managers are trained to specialist level. All host/teachers are required to train to basic level, renewable annually. Parents are given very detailed information about the level of care and the rules, suited to different age groups. There are very rigorous safer recruitment procedures in place for staff and host/teachers. Host/teachers are fully aware of their responsibilities regarding supervision, and support is always available from head office as needed. Currently, because of the pandemic, students are not allowed any unsupervised time, but normally there are clear rules that they and the hosts agree to. The home tuition accommodation is very suitable for under 18s and there are very effective arrangements in place to ensure as much contact as needed or wanted between the parents, legal guardians and the school.

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	2008
Last full inspection	2016
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	Guardianship, online tuition (academic subjects), home tuition in Spain
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1995
Ownership	Name of company: Living Learning English Ltd Company number: 6132639
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 and not visited	Head Office: 27 Portland Square, Bristol BS2 8SA

Student profile

	At inspection	In peak week: July
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	3	6
Full-time ELT (15+ hours per week) aged 16–17 years	3	10
Full-time ELT (15+ hours per week) aged under 16	6	7
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	12	23
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Chinese, Russian, French	Chinese, Russian, French
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–60	18–60
Adult programmes: typical length of stay	1–2 weeks	1–2 weeks
Adult programmes: predominant nationalities	Spanish	Spanish

Staff profile

	At inspection	In peak week July
Total number of teachers on eligible ELT courses	11	20
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	5	

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	0
TEFLI qualification	11
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/ESOL qualification	0
Total	11

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	0	0
Private home	0	0
Home tuition	3	9
Residential	0	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	0	0
Overall totals adults/under 18s	3	9
Overall total adults + under 18s	12	