

Organisation name	MC Academy, Manchester (formerly MCSE)
Inspection date	31 May – 1 June 2023

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. However, evidence must be submitted within three months to demonstrate that weaknesses in W26, S1, S4, and S6 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited MC Academy, Manchester in May 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and young people (16+).

Strengths were noted in the area of premises and facilities and learner management.

The inspection report noted a need for improvement in the areas of course design, leisure opportunities, and safeguarding under 18s.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

The school was founded in 2005 under the name of Manchester Central School of English (MCSE) and moved to the current premises in 2010. The school was rebranded as MC Academy in 2019 following plans to open additional premises in Liverpool. Due to the pandemic these plans were put on hold.

The inspection took two days. The two inspectors held meetings with the executive director (ED), the head of development (HoD), the director of studies (DoS), the marketing manager, the sales and marketing officer, the finance officer, the accommodation, and enrolments officer (AE), the compliance and enrolments officer, and the enrolment officer. The chief executive officer and founder joined the round up meeting. A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed.

A tour of the premises and facilities was conducted. One inspector visited a homestay and had a phone conversation with another. The residence and the accommodation agency occasionally used by the school were also contacted.

Address of main site/head office

2nd Floor, Royal Buildings, 2 Mosley Street, Manchester M2 3AN

Description of sites visited/observed

The school occupies the whole of the second floor and a small area of the third floor of a five-storey business premises in Manchester City Centre, close to numerous shops, restaurants and transport links. The remaining floors are currently unoccupied. Entrance from the street is security controlled and opens to a staffed reception desk adjacent to stairs and lifts to all floors. The second-floor landing leads to an open reception area and student lounge with comfortable seating, vending machines, a water fountain, and space for a table tennis table. The ED's office is adjacent to this. There are eight classrooms on this floor as well as an IT room, two teachers' rooms, and a number of offices for staff. The third floor was also occupied by the school until the pandemic, and they now have access to a multi-faith room and storage area. Toilets are located on the landing areas on each floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 year-round general English courses for adults and young people (16- and 17-year-olds), as well as examination preparation programmes. A junior programme for students aged 12–17 years is usually also offered in summer, but this will not take place in 2023.

Management profile

Overall management of the school is the responsibility of the ED who reports to the CEO and founder. The ED is supported by the HoD who works closely with the DoS who has only been in post for four weeks. The school is currently in the process of recruiting an administration manager who will line manage the finance manager, and the accommodation and enrolments team. The marketing manager reports directly to the ED, as does the HR manager.

Accommodation profile

The school offers accommodation in homestays, or in a city centre studio flat throughout the year, and residential accommodation in a residence run by an external provider in the summer months.

The school has approximately 32 homestays, no more than 40-minute travel time from the school. Most homestays are organised by the school itself, but at peak times an agency is used, which is registered with the British Council. At the time of inspection, five homestays were in use, all directly managed, and two students were in the studio flats. The residence is 20 minutes from the school on public transport and is self-catering. Accommodation is arranged in single, ensuite rooms and communal facilities include a laundry, gym, and cinema room. Residential accommodation is for adult students only.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students on the whole, and in accordance with the provider's clear and well communicated goals and values. Information in publicity is generally accurate.

Premises and resources

The provision meets the section standard and exceeds it in some respects. 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, although this is limited for students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. However, insufficient information and guidance is provided for teachers on course design. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength. There is a need for improvement in *Course design*.

Welfare and student services

Overall the provision meets the section standard. Student needs for security and pastoral care are met, although some aspects of information for students are lacking. There are also some weaknesses in accommodation and the leisure programme. There is a need for improvement in *Leisure opportunities*.

Safeguarding under 18s

Overall, the provision meets the section standard. Policies and procedures are in place to ensure the safeguarding of under 18s and arrangements for the accommodation of under 18s are acceptable. However, certain procedures are not always carried out and some practices must be improved. There are also weaknesses in the provision of the leisure programme. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality	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.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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

M2 There are very clear objectives for the future of the organisation and plans cover all areas of the business. Plans are revisited and updated regularly and include realistic time frames.

M3 The structure of the organisation is made very clear in the organogram. It also features the names of staff responsible for welfare, care of under 18s and fire marshals. Staff photo boards around the school include areas of responsibility and there is evidence of job shadowing and training for cover roles.

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.	Not met
M11 There are effective induction procedures for all staff.	Strength
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.	Strength
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

M10 Sampled staff files did not include all required documentation.

M11 Induction procedures are robust for all members of staff. They include a thorough checklist to be completed for all new starters within a realistic timeframe, and an introductory presentation for new teachers, observations of lessons and job shadowing.

M12 There are very effective procedures in place for the monitoring of staff, including annual appraisals with clearly identified targets and links to continuing professional development for teachers. Staff reported that the process was very supportive.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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.	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.	Not 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

M14 All staff were seen to be approachable and courteous. Staff are supported by a very effective IT system that allows immediate access to information on specific students across all areas of their booking. Staffing levels are sufficient to allow for cover at all times.

M19 There is a clear policy on student attendance, but it is not applied consistently, resulting in some students having poor attendance.

Publicity	
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.	Not met

Comments

The school's publicity materials are produced by the marketing manager with oversight by the CEO and ED. They comprise a website and printed brochures for adult and junior programmes, as well as pages on social media. The website is considered the main source of publicity for the school.

M26 Insufficient information is provided on the website on the care and support offered to students aged 16–17 on adult courses.

M29 Incorrect Accreditation Scheme marques appear on a variety of publicity materials.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
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.	Strength

Comments

P3 The school has cleverly designed the open space close to reception as a welcoming social space for students. In addition to vending machines and a water cooler, students also have access to a number of computers strategically placed throughout the building, and a table tennis table. Students were observed making full use of these areas and interacting with staff members. There is also a multi-faith room on the third floor.

P5 Signage is very clear and consistent. Attractive, informative and well-organised noticeboards are positioned throughout the school and these are regularly updated. Emergency exits, fire signs and evacuation routes are clearly posted in all classrooms.

P6 Staff have access to two staffrooms which contain a range of comfortable seating and tables and chairs for either preparation or the consumption of food and drinks, as well as personal lockers. Management and the administration team have either their own office or comfortable shared working areas.

Learning resources	
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.	Strength

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
Comments	
P9 All classrooms have interactive whiteboards (IWB) which are well maintained and in regular use. The majority of teachers observed were confident and competent in their use of IWBs. An IT room has 12 computers for students to use in their free time.	
P11 Insufficient guidance is offered on how to access and use the self-study facilities effectively.	

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.	Strength
Comments	
T4 Both members of the academic management team are TEFLQ and have considerable relevant teaching experience.	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
Comments	
T5 The academic management team have an in-depth awareness of the teachers and manage their deployment very effectively. Personal preferences and availability are considered alongside experience and the school's long term development plans for the teaching team.	
T10 A wide range of observations take place throughout the academic year. These include initial drop-ins for new teachers, formal standardisation, and developmental observations. Teachers were very positive about the observation feedback and the spirit in which they are conducted. They also appreciated the opportunities to observe their peers.	

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The principles of course design are not clearly stated in the teachers' handbook or in any supporting documents. While the first class of the day follows a coursebook, the elective classes are based around students' needs and there is insufficient guidance for teachers on course and syllabus design for these classes.
T13 Weekly plans are presented mostly as teacher aims or a list of activities to be covered rather than coherent outcomes made known to the learners.
T14 There is a very good range of study clubs which have been developed with the needs of the students in mind.
T15 Insufficient guidance is given to teachers on how to include study and learning strategies on the majority of courses.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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.	Strength
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

T17 Placement tests are closely linked to the Common European Framework of Reference and are administered pre-arrival or on the first day. The combined results of this and a first day speaking test determine the final level. Classes observed were seen to be homogenous and student feedback was positive on the level of their classes.
T18 Students are tested every week in the first class and ongoing speaking and writing portfolios are kept for each student. Level tests can be taken at any time should a student wish to move class and consideration is also given to class performance and attendance before a final decision is reached.
T20 Most students are interested in the IELTS test and information is readily available on this and other exams offered by the school. The DoS and some of the teaching staff have extensive experience in teaching IELTS and can offer additional student support and guidance.

Classroom observation record

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

Comments

All teachers scheduled to teach during the inspection period were observed by one or other of the inspectors.

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.	Not 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 a good awareness of the language and provided appropriate models on the whole, although in an isolated example a teacher mirrored inaccurate student utterances. However, in better segments new language was clearly explained and checked.

T24 All teachers provided useful class profiles but it was not always clear how these influenced the content or plan for the lesson. In better segments there was an explicit reference to how the lesson would be of benefit to the learners' daily lives.

T25 Lessons followed a logical sequence of activities but it was not clear how the outcomes were made known to students. Outcomes on plans were expressed as teaching aims or a menu of activities.

T26 A range of teaching techniques was employed, including elicitation, nomination, drills, and in better segments, prompting and asking for the clarification or justification of ideas.

T27 Technology was used competently and confidently by most teachers. There was good use of colour and visuals to aid comprehension and students were grouped well in most cases. In isolated examples some activities seemed unnecessarily time consuming and whiteboards were not well organised.

T28 In better segments teachers monitored well and gave careful and consistent feedback on errors. Praise was appropriate. However, in weaker segments there was very little checking of meaning or an inappropriate focus on low frequency lexis rather than the target language.

T29 Lessons were generally well staged and included activities to check if learning was taking place, although feedback could have been more rigorous.

T30 There was a positive atmosphere in most classes and teachers had clearly developed a good rapport with their learners. In better lessons a good use of personalisation added to students' motivation but in weaker segments lessons were over-reliant on the coursebook and there was a lack of pace and energy. Instructions were generally clear although some involved excessive teacher talk.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers generally demonstrated a good awareness of the language. While all plans included useful class profiles, it was not always clear how these informed lesson content or how this was communicated to the learners. A range of teaching techniques was observed and classroom resources were managed well, on the whole. Feedback and error correction was inconsistent across the range of lessons, but the students were mostly very motivated and actively involved in the learning process.

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.	Not 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	
W6 No information on forms of transport between point of entry to the UK and the provider or accommodation is currently given to students.	
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.	Not 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	
W13 Although student feedback is sought, it is not compiled and issues are not always followed through to a satisfactory conclusion.	
<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.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
W21 Students are not currently provided with information on the implications of renting private accommodation, although advice is made available on request.	
Leisure opportunities	Need for improvement
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.	Not met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W25 Activities do not have plans or itineraries in place to be communicated to staff members carrying them out.
W26 Risk assessments are not sufficiently robust and lack essential information such as a student mobile phone list, identification of under 18s and guidance on how to respond to risks.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not 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

The school accepts students aged 16+ on their adult courses. At the time of inspection there were two under 18s attending courses but this can rise to around 10 at peak times. The school accepts occasional groups of under 18s. In previous years, the school ran a summer school for under 18s but it is not running this year.

S1 The school's safeguarding policy includes the majority of essential information. However, the only contact number given is to the school's owner, who is not involved in safeguarding within the school, and cover arrangements for the safeguarding lead are not made clear.

S4 Recruitment procedures are currently unsatisfactory. Some staff members are lacking two references and reference request forms for staff and homestay hosts do not enquire about suitability to work with under 18s.

S6 Potential risks surrounding unsupervised time are not currently identified or assessed.

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	2005
Last full inspection	2018
Subsequent spot check (if applicable)	2019
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2005
Ownership	Name of company: MC Academic Limited Company number: 8392893
Other accreditation/inspection	ISI

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	At inspection	In peak week: July 2023 (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	69	100
Full-time ELT (15+ hours per week) aged 16–17 years	2	20
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	2	5
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	73	125
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–21	18–21
Adult programmes: typical length of stay	6 months	6 weeks
Adult programmes: predominant nationalities	Saudi Arabian and Kuwaiti	Saudi Arabian and Kuwaiti

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	12
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	8
Comments	
The DoS was not scheduled to teach during the inspection period.	

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	5	0
Private home	0	0
Home tuition	0	0
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	66	2
Overall totals adults/under 18s	71	2
Overall total adults + under 18s	73	