

Organisation name	Norwich Institute of Language Education (NILE)
Inspection date	6–7 August 2024

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Norwich Institute of Language Education in August 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities and safeguarding under 18s.

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

Introduction

NILE was founded in 1995 to provide teacher development courses, consultancy services and English language courses. NILE has been part of the INTO University Partnerships since 2006. INTO is an education and recruitment partner, connecting international students with universities in the US, UK, and Australia.

The largest part of NILE's provision is in-service training for overseas teachers at all levels from primary to university. Courses are both open enrolment and tailor-made for groups, and last between one and three weeks. Courses in English for specific purposes are also offered, as well as courses in general English for closed groups for some well-established clients. NILE also offers a number of externally validated English language teacher training courses and a master's degree which are not eligible for accreditation. A number of NILE teacher training courses are available online.

Since the last inspection, NILE has reduced from two year-round properties to one. It has expanded its seasonal use of the Masonic House, and INTO University of East Anglia classrooms and facilities in the summer peak season. In addition, there have been personnel changes in the academic and deputy director and senior trainer roles, as well as a number of new student services appointments.

The inspection took place over two days and included meetings with the director, deputy director, accommodation and facilities manager, senior trainer, online academic manager, marketing and communications manager, registrar, student support manager, and the accommodation and schools officer. Six of the seven teachers timetabled during the inspection were observed. Focus group meetings were held with teachers and students and group leaders. Two homestay providers used by NILE were inspected remotely, and the student residential accommodation was visited.

Address of main site/head office

Delta House, 78 Upper St Giles Street, Norwich NR2 1LT

Description of sites visited/observed

NILE's main building is in a quiet street in the lanes of Norwich, a short walk from the city centre. The main site (Delta House) is a three-storey building. The ground floor houses the administration team in an open-plan office behind the reception area. The academic team is based in an open-plan staffroom on the second floor. In addition, there are six classrooms, a resource centre and library, and a kitchen and trainer social area. The building has several social areas for students and a roof terrace furnished with outdoor tables and chairs. At the time of the inspection, the school was using classrooms in Masonic House, a building 100 metres from the main building. At peak times, the school uses classrooms at the INTO building at the University of East Anglia.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" 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

NILE's core business is teacher development courses; these are either face-to-face or online. All in-service teacher development courses include some element of English language development and language awareness focuses throughout. General English courses are for closed groups of young people (16+) and adults. ESP courses can also be tailor-made courses for industrial or educational sponsors. Open-enrolment courses that have been developed since the last inspection are *Teaching Teenagers*; *Global Citizenship in Language Education*; *Environmental Sustainability in Language Education*; *Learning Differences and Inclusion*; *Creativity with Young Learners* and *Teaching English for Specific Academic Purposes*. At the time of the inspection all the courses that were running were teacher development, including *Language Improvement for Teachers*.

Management profile

The institute is managed by the director. The deputy director oversees the teacher development and closed-group English programmes with the support of a senior academic team that includes the director, two senior trainers (one of whom is also the online academic manager), a CELTA programme leader, a DELTA programme leader, the MA programme leader, and a NILE online technical manager. The deputy director is also the management lead on safeguarding. The registrar deals with enquiries and enrolments and other administrative areas, overseeing the student services team. This team includes the facilities and accommodation manager, NILE online client manager, the student support manager, the assistant registrar, the facilities and administration officer and the accommodation and school's officer. NILE's finances are managed by a senior finance partner, from the parent company INTO University Partnerships, who has regular communications with the NILE director, registrar and assistant registrar. The marketing and communications manager's duties are indicated by their job title.

Accommodation profile

The school offers and arranges homestay accommodation all year, and residential accommodation during July and August. About 100 homestays are on the homestay register, all within walking distance or a direct bus journey to the school. The maximum journey time from homestay to school is 40 minutes. Homestay accommodation is usually single occupancy unless otherwise requested. In the summer, the school has use of a residence at the University of East Anglia (UAE) as part of the INTO arrangements. Single ensuite rooms are available with access to a shared kitchen. Students can choose the half board or self-catering option. The site has 24-hour security, first aiders, laundry facilities and a medical centre. For a subsidised rate students have access to the on-site fitness centre and swimming pool.

The residence is four kilometres from the school and there are regular buses to the school and or town centre.

Summary of inspection findings

Management

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

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and highly professional environment for work and relaxation. An extensive range of learning resources is available and is very well matched to the needs of the students. Comprehensive guidance on the use of these resources is provided for students and staff where needed. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which is highly appropriate to the context. Teachers receive excellent support, and courses are designed and managed to provide the maximum possible benefit to students. The management and support of learners is comprehensive. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Arrangements to ensure the safety, welfare and information needs of students are very effective. Accommodation is suitable and well managed. Students on the summer and closed group programmes benefit from a very varied range of well-organised activities and excursions. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

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

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The goals and values of the organisation are integral to how the organisation works. They are clearly expressed by management and understood by students and staff.

M2 There is a range of objectives spanning all departments of the school. Managers work strategically towards these goals, and there are a number of appropriate protocols in place to review them.

M3 There is a clear documented structure in place, which is well understood by staff and students. Management and staffing levels are planned carefully to ensure the effective delivery of provision at all times, and that good cover arrangements are in place.

M4 Excellent use is made of a range of channels of communication. As a result of this, there is effective communication between the provider and all stakeholders.

M5 Feedback is collected from students in a variety of ways, both formal and informal. It is distributed to relevant persons, and there is systematic follow up and recording of action taken.

M6 Staff are invited to give feedback twice per year through a staff survey, which is read by and responded to by the director. In addition, staff provide feedback at the end of each course as part of the provider's review processes.

M7 The provider has a range of mechanisms in place to review systems, processes and policies. A number of planning and review meetings are in place, overseen by the director, incorporating student feedback, and a number of external inspection reports and audits.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Human resources policies are clearly communicated to staff, and the management team consistently focuses on staff morale and well-being, resulting in a team that feels valued and well supported.

M11 There are written induction procedures and a comprehensive checklist in place for new staff.

M12 There is a robust and supportive appraisal system in place which identifies achievements and areas for development. Management has a supportive approach to the monitoring and appraisal of staff.

M13 There is a structured approach to CPD for all permanent staff, with detailed training records in place. All staff are encouraged to engage with external CPD opportunities such as presenting at conferences.

Student administration	Area of strength
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M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments

M14 High levels of customer care are central to the ethos of the provider, and student feedback reflects this. Staff provide a personalised service to students, both before and during their stay.

M15 Clear comprehensive pre-course information is made available to students through the website and communications with students. The information includes details about courses, practical information and advice covering a range of areas relevant to the school and to life in the UK and Norwich.

M18 Students are given very clear information in regard to attendance and punctuality. Absence and lateness are followed up systematically and sensitively, and there are records of action taken, and outcomes.

M20 The complaints policy is written in clear accessible language and is made known to students through handbooks and notices. There is written evidence that all complaints are taken seriously, that appropriate action is taken, and that the outcome is communicated to the participant.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

NILE's website, serves as the main form of information, where all courses are described and can be applied for. The school also has a presence on a range of social media sites and flyers for specific courses.

M21 There are very clear descriptions and pictures of the main features of the provision, including referenced testimonials.

M22 Information is very well written in plain English. The text is accurate and is accessible to speakers at B1 level of the *Common European Framework of Reference*.

M25 Publicity does not give any description of the level of care and support given to any students under 18. This was rectified shortly after the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength

P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Risk assessments are written for all premises by trained staff with expert input from a specialist organisation. There are full records of safety checks and fire drills. Safety and security information for visitors is provided systematically.

P2 Premises are in a very good state of repair. Thought has been given to making communal areas as comfortable and welcoming as possible. The premises are clean and well maintained throughout.

P3 Classrooms are spacious, quiet and comfortable. The provider monitors levels of light, heat and ventilation to ensure that all classrooms provide students with a suitable learning environment.

P5 There is clear consistent branded signage throughout the building. Signage is attractive and provides useful information in addition to appropriate safety information.

P6 Staff have access to a generous number of spaces for work and relaxation including a good-sized teachers' room with kitchenette. There is sufficient workspace for permanent and seasonal staff and lockers are available to all staff.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 There are ample learning resources available for classroom use, and each classroom is well stocked with materials. Resources are very well organised and accessible to trainers.

P8 There is an excellent range of teacher resources available including a large library of reference materials, digital resources and subscriptions to professional journals.

P9 There is a good range of reliable technology available in all classrooms. Staff are systematically trained in its use, and technical support is available at all times.

P10 Courses are built around the provider's bespoke virtual learning platform, which has a range of resources to promote independent learning. The platform is used by students during and after classes and is accessible after their course has ended.

P11 Resources are reviewed before and after all courses, resulting in a wide range of up-to-date resources being available to teachers and students.

Teaching and learning

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

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context. The academic management team is made up of expert highly-qualified teacher trainers, and

the teaching team is very well experienced and qualified. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

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

Comments

T4 Teachers' deployment is clearly linked to their professional experience, and they are very well matched to courses.

T5 There is always an appropriately qualified and experienced cover teacher on call. In addition, there are a number of academic managers on site who are able to provide cover. There are clear plans in place for handover notes in case of cover.

T7 Teachers receive extensive pre-course information including course outlines, teacher handbook and pre-course questionnaires. In addition, there are meetings with the academic management team and course co-ordinators to ensure that induction is thorough and complete. Teachers sign a checklist to confirm that they have received a full induction.

T8 The provider nurtures a professional learning community where teachers support each other and are supported by their course co-ordinators. Teachers spoke very highly of the day-to-day support available to them.

T9 Formal observations take place, and all teachers are observed at least once per year. The feedback gathered is discussed amongst the academic management team in order to identify developmental areas for the teaching team.

T10 Teachers are encouraged to participate in and to lead monthly CPD sessions which are delivered online to the whole NILE teacher community. Sessions are recorded and saved on the NILE trainer platform, where there is a range of other CPD resources. Academic managers are all engaged with CPD opportunities.

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

Comments

T11 Courses are usually designed by teachers who collaborate with members of the academic management team. This process results in courses which have clear rationales and statements of principles which are communicated to students and teachers.

T12 Teachers are encouraged to systematically integrate the local environment into students' learning. Students are encouraged to collect and interact with the language that surrounds them in Norwich through aspects of homework, project work, additional workshops and the social programme.

T13 There is a formal documented process in place for the review of all courses. Reviews include student and trainer feedback and are shared with the academic management team. Course co-ordinators adapt and develop courses accordingly.

T14 Written course outlines are developed using the course timetable and the pre-course questionnaire. The outlines are made available to students and are treated as live documents which are reviewed in response to the developing needs and interests of the students.

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

Comments

T15 All students complete a detailed pre-course questionnaire, which acts as a needs analysis and assessment tool. Teachers work with the tool to ensure that courses meet students' needs. The provider has effective procedures in place for assessing students' language levels when appropriate.

T17 Detailed needs analysis and objective setting is put in place for students. Students are able to change courses if they feel another programme will meet their needs. All students spend the final afternoon of their course developing an action plan based on their performance and learning during the course.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Teacher development courses

Comments

Six of the seven teachers working during the week of the inspection were observed. The seventh teacher was not working on the days of the inspection.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 In the majority of segments, models and examples of language were clear, concise and memorable, and teachers were very responsive to opportunities for providing language focus.

T20 Lessons and activities were responsive to students' strengths, interests and needs, and content was well matched to course objectives. In a small minority of cases, it was not apparent that students' needs were taken into account.

T21 Learning outcomes were made clear at the beginning of the lesson, were referred to during the lesson, and were reviewed at the end of the lesson. In the large majority of cases, the outcomes were explicit and appropriate.

T22 A range of techniques was used confidently to present and practise content and language. Classroom techniques were honed and practised and provided students with excellent models and examples of teaching.

T23 Classroom spaces were used very effectively. There was excellent management of resources throughout, including confident use of interactive whiteboards and creative use of classroom walls and displays.

T24 Teachers demonstrated principled and consistent error correction and were creative and sensitive in their approach to feedback. There was excellent monitoring of students throughout ensuring that they were well informed about their development.

T25 Lessons included reflection and activities linked to previous learning. In most cases, there were imaginative tasks and activities to check students' learning, which were effectively managed by the teacher.

T26 The teachers' manner was warm and professional. Students were encouraged to listen to each other and respond to others' contributions and were fully engaged throughout.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W1 There are comprehensive plans in place to handle an emergency situation on the school premises, on excursions or in the local vicinity. Relevant parts of the plan are communicated to staff and students through induction and handbooks.

W2 Pastoral support systems are very good, and all staff are aware of their responsibilities. Students know who to contact for support. Feedback forms and focus group comments indicated that students are cared for very well.

W5 Students receive personalised communications, which provide comprehensive information about travel options from a wide variety of points of entry to the UK. Very useful advice about life in Norwich and the UK is accessible and readily available.

W6 There is very good medical provision at the residence and a number of school staff are first-aid trained. A member of staff is available to accompany students to healthcare providers when required.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 Provision is of a very good standard, and for example, emergency homestay or alternative accommodation is available if any students need to move at short notice. Students commented very positively on the provision.

W10 Pre-course information for residential and homestay accommodation is very clear, with for example, guidance on medical care at the residence, and personalised information about homestays.

W11 Feedback mechanisms for residential and homestay accommodation are comprehensive. Regular contact, daily in busy periods, between the school and the residence ensures prompt action when it is required. Student feedback forms and comments in the focus group indicated a high level of student satisfaction.

W12 Rules, terms and conditions are regularly reviewed, and updates are shared with hosts. In addition, hosts sign a new application form once per year. The hosts visited were aware of terms, conditions and rules.

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

Comments

All criteria in this section are fully met.

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

Comments

All relevant criteria in this section are fully met.

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

Comments

W19 The leisure programme offers a wide variety of activities to meet the interests of different groups. The school's programme is efficiently publicised through various channels and also includes useful information about local events. Tailored age-appropriate programmes are arranged for the closed groups that include under 18s.

W20 The content of the programme is designed to match the profile of the students studying at the time. In addition to social and cultural activities there are Wednesday workshops on topics such as: AI inspiration for language teaching and Phonology for teachers and learners. These are designed to complement the different methodology courses on offer.

W21 The leisure programme is under the direction of a named person and activities frequently involve the participation of teachers. Accompanying staff are fully briefed and deployed to make the most of their local knowledge and experience.

W22 Risk assessments are in place including information on how to respond to situations where students are at risk. Risk assessments are viewed as dynamic documents and are reviewed and adjusted to meet the changing needs of each activity.

W23 Activities are run by external specialist staff where appropriate, for example, the Norwich city walking tour. Students also have access to sporting facilities with fully trained staff including a gym and a pool on the residential campus.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met

S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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 only enrolls students aged 16 and 17 on bespoke closed group courses and only at particular times of the year, for example in the autumn. In the past year there have been around 60 students spread over three courses. Students come as a closed group from their school and are accompanied by their teacher/head teacher. All students under 18 are required to stay in homestay accommodation. At the time of the inspection there were no under 18 students on site.

S1 A clear safeguarding policy is in place. It is reviewed at least annually and has input from the local safeguarding children's board. The policy is supported by relevant practical documents, for example codes of conduct and incident-reporting documentation.

S2 All adults, including homestay hosts, are aware of the policy, and receive appropriate training. The designated safeguarding leads and the designated safeguarding person are both trained to specialist level, and other managers are trained to an advanced level. Students are made aware of relevant points through handbooks and noticeboards.

S6 All those involved with the care of students have to sign the 'Safety and behaviour guidelines'; this includes the students themselves and their guardian or parent(s). Clear procedures are in place, known by all adults, on how to respond in the event of a late or missing student. Curfew times are monitored.

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	August 1999
Last full inspection	September 2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Courses leading to externally validated teaching qualifications, some free ESOL classes
Other related accredited schools/centres/affiliates	INTO
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	25 January 1995
Ownership	Name of company: INTO University Partnership Company number: 05507863
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	The Masonic Rooms, 47 St Giles Street, Norwich NR2 1JR (in use: 1 room, normal use in July: 3–6 rooms)
Details of any additional sites not in use at the time of the inspection	INTO UEA, University Drive, Norwich NR4 7TJ (accommodation only at time of inspection, normal use in July: 3–6 rooms)

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	36	225
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	36	225
Adult programmes: advertised minimum age	18+	16+
Adult programmes: typical age range	25–50	25–50
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Spanish, Uzbek	French, Spanish, Uzbek
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	17
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	5	5
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 and at least three years' full-time relevant teaching experience	5
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	5
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	5
TEFLI qualification	2
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	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	2	0
Private home	0	0
Home tuition	0	0
Residential	34	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	36	0
Overall total adults + under 18s	36	

Points to be addressed

None.