

Organisation name	The Language Gallery, London
Inspection date	11–12 March 2020

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 The Language Gallery London in March 2020. 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, academic and professional English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+).

Strengths were noted in the areas of premises and facilities, academic 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

The Language Gallery (TLG), which operates three schools in the UK and two overseas, is owned by Global University Services (GUS), along with a range of higher education institutions. Most services were previously shared with GUS but TLG has very recently moved to a dedicated service provision for specific areas, including payroll, human resources (HR) and student services. The resulting restructure has led to some staffing changes and the creation of some new posts, a number of which were still to be filled at the time of the inspection, which took place during the closing stages of this transition. In addition, the school has moved to new premises.

The inspection took place over two days and involved two inspectors. Meetings were held with the academic director, the academic manager, the compliance and quality assurance manager, the student engagement officer, the admissions supervisor, and the accommodation and welfare manager. Focus groups were held with students and with teachers. All teachers timetabled during the inspection were observed. One inspector visited a residence and had a telephone conversation with the registered accommodation agency used by the school.

Address of main site/head office

40 Tower Hill, London EC3N 4DX

Description of sites visited

The school is situated on the first floor of a large building owned by GUS and shared with a number of other GUS businesses. The building is located close to Tower Bridge and within easy walking distance of a number of transport links and local facilities.

There is a reception desk at the entrance, and the school can be reached by lift or stairs. The first floor extends on either side of the lift and reception area, and houses offices and classrooms, a staffroom and resources area, and two student spaces, one at each end of the premises. There are toilets on both sides.

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 checked="" 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"/>
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 main course offering is general English, including IELTS preparation. Other core courses include English for work and academic English, as well as pathway programmes for university and internship. There is a range of electives, and English for a number of specific purposes is offered to individuals or closed groups. One-to-one tuition is also available.

Management profile

The staff members responsible for partnerships, HR and finance report to the TLG managing director, as do the TLG academic director and compliance and quality assurance manager, along with a student services manager and sales and marketing director (both posts still in recruitment at the time of the inspection). The student engagement officers in all UK schools report to the student services manager, and similarly, the school academic managers report to the academic director.

Accommodation profile

The school offers accommodation in homestay and student residences. All accommodation is arranged by external agencies. Most 16 and 17 year-olds are required to stay in homestay. At the time of the inspection there was one student placed in a residence and nine students placed in homestay. All current placements had been made by a British Council registered agency.

Summary of inspection findings

Management

The provision meets the section standard. Communication channels are very effective. The management of the provision operates to the 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 and exceeds it in some respects. The premises provide students and staff with a very 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. *Premises and facilities* is an area 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 (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive strong 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. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Very good provision is made for the care of students. The standard of all accommodation offered meets the criteria and accommodation is administered very effectively. A wide range of leisure opportunities is provided to meet the needs and interests of the students, and activities are very well managed. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Students aged 16 and 17 are appropriately safeguarded within the school and in the leisure activities and accommodation provided. *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	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.	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.	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

M4 Good use is made of both formal and informal channels of communication and staff were well informed, engaged, and aware of the organisation's goals and values. There are good opportunities for staff with similar roles to communicate between schools.

M5 As well as completing feedback forms in the first and last week of their stay, students receive monthly online surveys, and suggestion boxes provide further feedback opportunities. Feedback reports are produced monthly and include any action taken. Responses to general student feedback are displayed on noticeboards.

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.	Strength

Comments

M13 Appraisals, as well as student feedback are effectively used to identify development and training needs and opportunities. Continuing professional development (CPD) for teaching staff is regularly linked to observations, and teachers commented positively on the input they receive.

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.	Strength
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.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M15 The Language Gallery has a centralised sales team and works closely with its agents to ensure that students benefit from comprehensive pre-course information and communication.
M20 Conditions and procedures under which a student may be asked to leave the course are made very clear to students in their handbook and reinforced at induction. All students have to sign a code of conduct on their first day.

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.	Not 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	
The TLG website is the main medium of publicity, and a brochure covering all UK locations is also produced. A range of social media is used. M25 Information on costs is not easy to find for all courses. This was changed shortly after the inspection and is no longer a point to be addressed.	

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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 Premises are well maintained and clean, and the communal student areas at each end of the school have been carefully planned to provide bright welcoming spaces for relaxation and social interaction.
P2 All classrooms are spacious and easily accommodate maximum class sizes. They also benefit from good natural light and are well equipped with flexible furniture.
P3 There is a canteen in the basement of the building, which offers a range of affordable food and drink, and which students in the focus group mentioned very positively. There is a wide range of outlets in the local area.

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

All applicable criteria in this area are fully met.

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 the academic manager and academic director are TEFLQ and have relevant experience. The academic director is very well qualified with a wide range of experience in different teaching and academic management contexts.	
Academic management	
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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T8 Continuous enrolment is effectively supported, through efficient induction and prompt class allocation, as well as aspects of course design. Course content is based on a thematic approach and coursebook units are selected according to the learning needs of the group and taught as weekly stand-alone units. Clear guidance is given in the teachers' handbooks.	
T9 Teachers in the focus group expressed strong appreciation of the support available to them. Regular meetings provide opportunities to exchange ideas for dealing with specific classroom issues identified by teachers and/or the academic manager, who has access to further ideas and support through weekly meetings with his counterparts in other schools.	
T10 The observation process includes two observations each year and provides a good balance between monitoring and development. There are clear links in the process to both CPD and appraisals.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
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.	N/a
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.	Strength
Comments	
T11 The principles underlying course design are clearly set out in teachers' handbooks, together with a rationale and detailed notes to support planning.	
T16 The school makes explicit links between course content, out of class activities and the social programme; connections are underlined through weekly topics which underpin all these areas.	
Learner management	
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.	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.	N/a
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

T18 There are good measures in place for evaluating, monitoring and recording students' progress, including weekly summative tests, practice tests for IELTS classes and weekly tutorials.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength

Comments

T23 Teachers generally demonstrated appropriate knowledge and provided clear models, sometimes including additional language information such as phonetic script. Many dealt effectively with emerging language and provided clear examples and explanations.

T24 Lesson plans included good student profiles, many of which showed in-depth awareness of individuals' strengths and needs. Materials, topics and activities selected were wholly appropriate.

T25 Learning outcomes were generally relevant and shared with students.

T26 Most teachers made confident use of a range of techniques as needed, including appropriate elicitation, use of nomination, prompting and concept checking.

T27 Whiteboards were generally well organised, and technology used competently.

T28 Some teachers were able to make use of a range of techniques to deal appropriately with errors, including direct intervention, delayed error correction and reformulating. A number of teachers made good use of monitoring.

T29 Lessons included short tasks to evaluate learning, and students were sometimes asked to repeat a task after appropriate input and discussion, to enable self-evaluation.

T30 Most teachers maintained a good balance of student-student and teacher-student talking time and showed clear awareness of learners, often through personalisation. The majority gave clear instructions and made good use of pair work to promote a positive and purposeful classroom atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being good. Knowledge of the linguistic systems of English was sound, and most teachers were able to provide clear explanations. Lesson content was highly relevant to the needs and cultural background of the

students, and led to relevant learning outcomes. In the majority of lesson segments observed, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen. Teachers' sensitivity to individual and whole class needs generally resulted in a positive learning atmosphere.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 The school has very good measures in place for the safety and security of students. Responsibility for fire safety and some aspects of security are shared with their partners in the building. All staff, students and visitors are required to wear lanyards. When 16 and 17 year-olds are on site a security guard is placed at the entrance to the school. Risk assessments are thorough and up to date.

W2 A major incident procedure is in place, and very good arrangements had been made from the beginning in response to the global viral infection current at the time of the inspection.

W3 The school offers a high level of pastoral care. Pastoral staff are clearly identified and readily available, and space is made available for religious observance when required. Students in the focus group spoke warmly of the care they received.

W7 A wealth of useful information about life in the UK is given in the very accessible student handbook and in attachments to the welcome email.

Accommodation (W9–W22 as applicable)	Area of strength
<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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 There are rigorous and efficient systems for assessing new homestay hosts, and inspecting existing ones. It is a two-stage system involving the administration team within the agency office, and freelance home assessors who carry out the physical inspections. Very detailed records are kept, including numerous photos, updated details, and feedback from hosts. Inspection of residences is carried out frequently and there are regular spot checks.

W12 The homestay agency provides very detailed confirmation forms including photos of the accommodation along with a description of the hosts themselves and the areas in which they live.

W13 The school gathers accommodation feedback early in a student's stay and then at regular intervals. This feedback is passed to the agency. Accommodation agency staff contact client schools regularly to check levels of satisfaction and they are available 24/7 to respond to issues or problems. The school reported that the agency responds quickly and effectively.

W14 As well as written terms and conditions, there is regular contact between the homestay agency and the school, ensuring that updates to these conditions are discussed and agreed. Homestay hosts are provided with a very helpful handbook, detailing their responsibilities as well as codes of conduct. This document is sent with every new booking.

<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 section are fully met.

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

Comments

All criteria in this area are fully met.

Leisure opportunities	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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

W23 Students are provided with very good information on attractive displays about events and activities in London; the student engagement officer highlights events or attractions she feels the students might be interested in. Help is provided with booking tickets.

W24 The social provision is varied and attractive. The calendar is based on the student profiles and changes according to students' interests. There is an event for every day, consisting of externally organised events, school organised events, learning trips involving teachers, and externally organised excursions.

W25 The leisure programme is well organised and well resourced, under the direction of the student engagement officer with the support of the accommodation and welfare manager, both of whom are involved in leading activities.

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.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
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 16 and 17 year-olds on year-round adult courses, although very few students of this age enrol. No decision has been made whether to accept closed groups of younger students in the school's current premises. At the time of the inspection there were no under 18s enrolled.

S1 There is a very thorough safeguarding policy in place which covers all aspects of safeguarding, and includes a set of the school's principles and a code of practice for staff. All incidents have been carefully and clearly logged.

S2 All staff have undertaken basic training, with three people having done specialist training, and one member of staff has been trained to advanced level. Weekly safeguarding and welfare reminders are sent out by the Designated Safeguarding Lead. Homestay hosts sign their agency's declaration that they have read and understood the company's safeguarding policy.

S7 The homestay agency has a curfew for 16 and 17 year-olds, which is adapted according to client needs. Clear and helpful information is provided to homestay hosts, which is signed to show agreement. Hosts are well aware of their responsibilities in this area and take these seriously.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	April 2008
Last full inspection	August 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	Evening courses in French, German, Italian
Other related accredited schools/centres/affiliates	TLG schools in Birmingham and Manchester
Other related non-accredited schools/centres/affiliates	TLG schools in Germany and Canada

Private sector

Date of foundation	29 July 2008
Ownership	Accent Language Ltd Company number: 06658727
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	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	28	40
Full-time ELT (15+ hours per week) aged 16–17 years	0	2
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
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	28	42
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	No	and no response
Adult programmes: typical length of stay	information	currently from
Adult programmes: predominant nationalities	provided	provider

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	2	

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	

The academic manager was scheduled to teach five hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
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	4	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	3	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	20	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	28	0
Overall total adults + under 18s	28	