

Organisation name	Twin English Centre Eastbourne
Inspection date	17–18 January 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 W2 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Twin English Centre Eastbourne in January 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

The last full inspection of Twin English Centre Eastbourne (TECE) took place in August 2016 with a spot check in August 2017 following a change of premises. In October 2019 TECE merged with LTC Eastbourne - an accredited school last inspected in May 2017, and in November 2019 moved into the former LTC premises. The school closed in March 2020 and reopened in May 2022. Since the last full inspection there have been several staff changes. The current centre manager (CM) has been in post since August 2022. The current director of studies (DoS) was previously the academic manager at LTC.

This compliance-only inspection, which was conducted remotely, took the equivalent of a day and a half over two days. Meetings were held with Twin central staff: the international director, the head of academic quality, the group director of quality and curriculum, the head of marketing, the head of operations and admissions, a sales account executive and an HR officer, and with Eastbourne centre staff: the CM, the DoS, the operations and residence manager, and the accommodation officer. The inspectors also met all the teachers and a representative group of students. The inspection included a virtual tour of the school premises. Students and staff were also asked to comment on the state of the premises. All four teachers were observed by both inspectors and one inspector inspected two homestays via video link.

Address of main site/head office

Compton Park, Compton Place Road, Eastbourne, East Sussex BN21 1EH

Description of sites observed

Compton Park is a historic house set in ten hectares of parkland, a 15-minute walk from the centre of Eastbourne. The school has 23 classrooms, including a library/classroom that is used as a study centre outside class times, a staffroom, a dining hall with additional seating in the courtyard, a games room and a small sports hall which are used for badminton and soft football. Administrative staff are housed in the reception area at the front of the house; management staff have offices at the back of the building. In the grounds there are gardens, tennis courts, and facilities for football, volleyball and basketball. Residential rooms and dormitories are used to accommodate students aged ten to 17 and their group leaders.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Courses of 15 or 21 hours in general English, including exam preparation, are run throughout the year for students aged 16+. Courses for closed groups of young learners aged ten to 17 also take place throughout the academic year. In the summer, open-enrolment vacation courses for young learners aged ten to 16 are run.

Management profile

TECE is part of the Twin Group which has its headquarters in London. The CM reports to the head of operations who, together with the head of academic quality and the head of marketing report in turn to the international director. The CM shares the line management of the DoS with the head of academic quality. The CM also line manages the operations and residence manager the accommodation officer and the housekeeping staff. The teachers report to the DoS.

Accommodation profile

TECE offers both homestay and residential accommodation. The residence is located on the first and top floors of the school building and is only available to under 18s. It is used for junior students during the summer and for closed junior groups throughout the rest of the year. There are separate sections for boys and girls and most rooms can sleep four to five students. There are two larger rooms which can sleep up to 12. Separate boys' and girls' bathrooms are provided. The residence can accommodate up to 140 students. TECE manages its own homestay accommodation, and currently has approximately 23 active hosts.

Summary of inspection findings

Management

The provision meets the section standard and operates to the benefit of students. The school has appropriate and clearly set out goals and values. There is a clear organisational structure and effective channels of communication. HR policies and procedures are appropriate; there are good systems in place for the recruitment of staff, although some policies are not always fully implemented. Procedures for the induction and monitoring of staff are very good. Student administration is handled very efficiently, and there are robust quality assurance systems. Publicity is satisfactory overall.

Premises and resources

The provision meets the section standard. The premises are very attractive and in a good state of repair. Classrooms are adequate in size and appropriately furnished. Space for students and staff to both work and relax is appropriate. Teachers and students have access to a good range of up-to-date teaching and learning resources. Good guidance on the use of these resources is provided.

Teaching and learning

The provision meets the section standard. Academic managers and teachers are well qualified and suitably experienced. Systems for monitoring and providing support for teachers are good. There are clear and effective procedures for course design and review, and students are helped to develop learning and study strategies. Systems for placement and for assessing and recording student progress are well managed. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Systems for welfare and student services meet the needs of the students for security, pastoral care, information and leisure activities, although emergency response procedures are not effectively communicated. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation, although not all external accommodation is monitored.

Safeguarding under 18s

The provision meets the section standard overall. 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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a clear statement of goals and values and there are realistic objectives for the future of the school. The management structure of the school and the wider Twin organisation is made known to staff and students. Appropriate adjustments have been made to ensure continuity of provision during and following the period of the pandemic and the merger of LTC and Twin Eastbourne. There are very good communication channels across the wider organisation and within the school. Feedback is gathered from students at several points throughout their course, and staff feedback is regularly obtained. There is evidence that this feedback is taken into account and that management systems, processes and practices are regularly reviewed.

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

Comments

The school has appropriate human resources and recruitment policies; however, the policies are not always fully implemented. Job descriptions are sufficiently detailed and regularly reviewed. Induction procedures are very thorough and there are effective systems for monitoring and appraising all staff. Policies and practices to ensure the continuing professional development of all staff are very well managed.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Feedback from students indicates a high degree of satisfaction with the customer service provided centrally and at the school. There are very effective procedures and standards for dealing with enrolments, cancellations and refunds. Relevant information about students is rigorously gathered and recorded; it includes emergency contact details and is available to school staff as appropriate. Rules about attendance and punctuality are made clear and policies are consistently implemented. Conditions and procedures under which a student may be asked to leave the

course are clearly stated. Students, parents/legal guardians and, where appropriate, group leaders have access to information about how to make a complaint. Any problems or complaints and their resolution are recorded.

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.	Not 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	
<p>The main medium of publicity for individually enrolled clients is the website, and there is a brochure for use with agents. TECE also has a social media presence. Overall, information is clear, accurate and in accessible language. Information about courses and costs is generally satisfactory. However, the maximum class size for the junior courses was not included. Also, the approximate cost of the optional purchase of a coursebook was not given. These omissions were amended and are no longer points to be addressed. Information about the accommodation and the level of support given to students aged under 18 is comprehensive.</p>	

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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	
<p>The premises are well maintained and provide an attractive and comfortable environment for students and staff. The classrooms are sufficiently spacious, well lit, quiet and suitably furnished. There are areas in which to relax and take part in activities outside the classroom; students have access to study, sports and social facilities. Lunch is provided for students enrolled on a full-board basis; there are machines for snacks and drinks and a range of local food outlets. The teachers' room provides sufficient space for work and relaxation, and there is adequate storage. There is clear signage, and there are attractive, well-organised and informative noticeboards in common areas and classrooms.</p>	
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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Learning resources include suitable coursebooks and a virtual learning environment – Twin e-learning (Tel), that students can access for a period of time before and after they leave the school. Teachers have a good stock of supplementary books and online resources. Staff and students receive effective guidance on how to use all physical and digital teaching and learning resources. In all classrooms teachers have access to and a means of displaying digital resources; training in their use is provided for staff and students and ongoing support is available. The library contains a selection of simplified readers. Resources are regularly reviewed and developed.

Teaching and learning

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

Comments

All members of the academic team have Level 6 qualifications or higher, and relevant ELT qualifications. The academic manager has an appropriate professional profile, and the team has a good range of experience, knowledge and skills appropriate to the courses offered.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

Teachers are matched appropriately to courses, and there are effective timetabling procedures. Satisfactory arrangements are in place for covering absent teachers. Students can join existing classes on any Monday and guidance is given to teachers about how to integrate new students. There are good arrangements to ensure that day-to-day guidance and support is provided for teachers, and for the observation and monitoring of teachers' performance by a suitably qualified and experienced academic manager.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is based on stated principles, described in writing for teachers' guidance and has recently undergone a major review. Feedback is being gathered on its efficacy, with a view to further refinement. Detailed weekly schemes of work, including learning objectives and outcomes, are made available to students. Courses include study and learning strategies which support independent learning, and which help students develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

There are effective procedures for the placement of students and for evaluating, monitoring and recording their progress. Students have individual learning plans (ILPs) and long-stay students have regular tutorials. Guidance is available for students who wish to prepare for external examinations, and for those wishing to progress to mainstream education. At the end of their course, students receive an attendance certificate with their level of study noted and an individual report.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	Morning lessons: general English and project work.

Comments

All four teachers were observed by both 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.	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 provided accurate models of spoken and written language. Generally, the illustration of grammatical structures and of lexis was satisfactory. There was evidence in better lesson segments of sound knowledge of phonological systems: for example, use of phonemes and stress and intonation marking.	
T24 Teachers provided plans which drew on knowledge of the students and demonstrated awareness of anticipated problems. Better student profiles provided detailed information about the students' strengths and weaknesses. The lesson content was usually based on an appropriate coursebook or around the week's project. In better segments, teachers developed and personalised the topic to take into account the students' needs, interests and their cultural backgrounds.	
T25 Plans stated teaching aims and learning objectives and, in better plans, learning outcomes were made explicit. Lesson objectives were made known to students at the start of the lesson and some plans indicated how outcomes would be reviewed and evaluated at the end of the lesson. Learning objectives were generally achieved by means of well-staged activities.	
T26 A range of appropriate techniques was observed, including instruction giving and checking, eliciting and prompting, and the illustration and checking of meaning. There were some examples of effective pronunciation practice. However, in some lessons students were not given enough controlled speaking practice.	
T27 In some lessons, the management of seating arrangements, pairing and grouping encouraged student interaction. In others, the lessons were too teacher centred. Resources being effectively used included coursebooks, handouts, whiteboards, and audio and video materials. Generally, boards were well organised. Digital resources were handled with confidence.	
T28 Overall, a satisfactory range of feedback techniques was observed. In better segments, self and peer correction was encouraged and feedback was given on pronunciation, with appropriate follow-up practice. In less effective segments, opportunities were missed to pick up on students' errors and to provide helpful feedback and practice.	
T29 Lesson plans included activities to assess whether learning had taken place. Short tasks which helped students evaluate their own learning were observed and better lessons included review activities, for example a quiz, to evaluate whether learning of the target language had been successful.	
T30 Overall, teachers created a positive learning atmosphere and a sense of purpose, encouraging students and personalising content when appropriate. In some segments too much teacher talking time resulted in less meaningful interaction, but generally students were attentive and engaged.	

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers' knowledge of the language being taught was generally sound. The content of the lessons catered for the needs and interests of the students. Teachers used an appropriate range of techniques, employed resources effectively and checked that learning was taking place. However, student errors were not always dealt with effectively. Some lessons were too teacher centred, but overall there was a positive and purposeful learning atmosphere in the lesson segments observed.

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.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met

W8 Students have access to adequate health care provision.	Met
Comments	
The safety and security of students and staff are ensured with effective systems and processes. Although emergency procedures are in place for both on-site and off-site scenarios, these have not yet been made known to staff and students. Students receive a high standard of pastoral care, and the school's values of tolerance and respect are made clear. Students are provided with well-presented information on life in the UK, including how to access healthcare. TECE has a good ratio of first-aid trained staff.	
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.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All the accommodation is suitable. Both residence and homestay accommodation provide a comfortable and well-appointed place for students to stay. Arrangements for cleaning and laundry are suitable and inspection systems are appropriate. Although homestay confirmations contain much of the required information, a reference to the cost of travel between the home and the school, as well as conditions for terminating the arrangement are missing. Procedures for handling any issues that arise with accommodation are effective and record keeping is good. Hosts receive ample support and information and both spoken to were happy to be working with the school. Student feedback both in person and on record is positive regarding all aspects of accommodation, including the meals provided.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this subsection are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met
Comments	
Twin provides a good level of information to students wishing to rent private accommodation, but other accommodation recommended by the school is not monitored.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students are provided with plenty of information regarding social, cultural and sporting opportunities in the local area and around the country. The social programme provided by the school is both varied and balanced. The programme is well organised, and evidence was seen that student requests are central to its planning. Health and safety are generally well provided for and activity staff receive a detailed and useful induction to support them in their duties.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	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

TECE accepts 16 and 17 year-olds on adult courses, and also takes closed junior groups (ten to 17 year-olds) throughout the year. Summer vacation courses for ten to 17 year-olds are also offered.

A comprehensive safeguarding policy is in place and the level of training in the school is good with one specialist and two advanced trained members on the staff. Parental consent forms did not contain enough detail regarding unsupervised free time, but this was amended during the inspection and is no longer a point to be addressed. Safer recruitment procedures are in place, but not all references were on the school template and consequently the question regarding working with under 18s was not answered explicitly. Application forms for new homestays do not enquire as to their medical fitness for the role or whether they or their family have had contact with social services. Supervision of under 18s during scheduled lessons and activities as well as outside of these is suitable, with clear rules in place for different age groups. Accommodation for under 18s is well managed and systems for ensuring 24-hour contact between parents and the school are effective.

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	1983
Last full inspection	August 2016
Subsequent spot check (if applicable)	August 2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	February 2021
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Twin London and Twin Summer Centres
Other related non-accredited schools/centres/affiliates	Twin Group School in Dublin

Private sector

Date of foundation	1995
Ownership	Name of company: Twin Training International; Company number: 3118260
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

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	25	40
Full-time ELT (15+ hours per week) aged 16–17 years	1	5
Full-time ELT (15+ hours per week) aged under 16	0	165
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	26	210
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Spanish, Italian, Turkish
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	17–55	17–25
Adult programmes: typical length of stay	2 weeks to 11 months	2– 4 weeks in summer
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian, Spanish

Staff profile	At inspection	In peak week: July (organisation's estimate)
Total number of teachers on eligible ELT courses	4	19
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	3	

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 DoS was not scheduled to teach during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	1
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	15	1
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	10	0
Overall totals adults/under 18s	25	1
Overall total adults + under 18s	26	