

Organisation name	Twin English Centre London
Inspection date	22–23 May 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 Twin English Centre London in May 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 English for adults (18+) and young people (16+) and for closed groups of adults (18+), young people (16+) and under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, academic management, course design, learner management, care of students, and safeguarding under 18s.

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

Introduction

Twin English Centre London forms part of the Twin Group, which has other English language centres in Eastbourne and Dublin, and accredited junior summer programmes. The school offers courses for adults and young learners (16+) and for closed groups of adults and young learners aged 10 and over. All lessons take place in the main building in Greenwich, and both homestay and residential accommodation are offered to students. A number of management functions are administered centrally, including human resource management, operations, admissions, sales and marketing, and safeguarding under 18s.

The inspection took place over two days. The inspectors met with the chief operating officer, the international director (sales and operations), the head of operations, group director of international standards and education, the chief people officer, the group head of digital transformation, sales operations team leader, sales account executive, head of admissions, the academic manager, the assistant Director of Studies (ADoS) and the student services manager. Separate focus groups were held with teachers and students. All teachers timetabled during the inspection were observed. One of the inspectors visited remotely three homestay hosts and one of the residences used by the school. He also spoke with one of the homestay local organisers.

Address of main site/head office

12 Lambarde Square, 1st Floor, The Greenwich Centre, Greenwich, London SE10 9GB

Description of sites visited/observed

The school is based on the first floor of the Greenwich Centre, a modern building located within walking distance of the centre of Greenwich. The building houses the school and Twin group headquarters on the first floor. There is also a fitness centre and swimming pool in the basement, a public library and a social area on the ground floor, and a general medical practice on the second floor. The school and Twin headquarters are in separate areas of the same floor. The school facilities include a reception area, 20 classrooms, a self-study room with a small library, an administrative office, a teachers' room and meeting rooms. There is a large furnished student relaxation area with computers.

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 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"/>
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 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

Throughout the year, the school offers general English courses to adults and young learners (16+) and examination preparation classes. Closed groups of juniors (minimum age 10) and adults regularly attend the school.

Management profile

The international director (sales and operations) is responsible for the effective running of the school in the absence of a general school manager. He is assisted within the school by the academic manager, the ADoS, and the student services manager.

Accommodation profile

The school offers homestay accommodation which is organised by the student services team at the school and through a number of local organisers for some junior groups, and residential accommodation offered through specialist partners. The school has approximately 45 active homestays located up to a 90-minute journey by public transport from the school. At the time of inspection, 12 students were staying in homestay accommodation

organised by the school, and one student was in residential accommodation organised through one of the school's specialist partners.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and staff and in accordance with the school's stated goals, values, and publicity. *Strategic and quality management* and *Staff management* 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 safe, 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. Effective guidance on the use of these resources is provided for staff and students. However, there were serious IT problems at the time of the inspection. *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 good guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care. The accommodation offered by the school is well managed. The leisure programme is designed to meet the needs of the students. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. The safeguarding policy is detailed, and the school is part of a company-wide team that reviews it regularly. Staff, homestay hosts and other stakeholders are well trained to implement it. Parental consent forms are used for all under 18s, and recruitment procedures are appropriate. *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.	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.	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 There are clear statements of the organisation's mission and values in a number of prominent places, and these are discussed with staff during recruitment and inductions. Staff had been involved in changes made to company values and vision.

M2 There are detailed plans for the growth of the Twin group and specific ones for the London school. A four-year plan has been created which incorporates strategic objectives.

M4 Communication channels work well both informally and through regular departmental meetings and occasional Town Hall meetings. At the centre level, managers have an open-door policy acknowledged and praised by teachers.

M5 Student feedback is extensive and is obtained in a variety of ways that include initial and end-of-course surveys, focus groups, check-ins and a student ambassador scheme.

M6 Staff feedback is comprehensively gathered both informally and formally through an annual staff survey, exit interviews, meetings, and performance reviews.

M7 There is clear evidence that the Twin group uses a number of effective mechanisms for regularly reviewing its systems and processes. A comprehensive quality improvement plan (QIP) is created each year based on student, group leader, staff feedback and compliance requirements. Progress is reviewed quarterly.

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.	Strength
M11 There are effective induction procedures for all staff.	Met
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 extensive and include excellent wellbeing initiatives and resources that all staff can access.

M10 Comprehensive and appropriate recruitment procedures are in place in line with safer recruitment principles. Records of qualifications and checks are very well organised and maintained.

M12 Performance reviews are detailed and supportive. Procedures are clearly integral to the organisational culture, and include twice-yearly reviews of staff at all levels of the organisation.

M13 All staff can access a very good range of compliance and other CPD opportunities. There was evidence of a structured approach to CPD which allows for an individual as well as a general focus. Performance reviews effectively identify development needs and opportunities, and financial support is available for staff to upgrade their qualifications.

Student administration	Met
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.	Met
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.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not 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.	Met

Comments

M14 Written and spoken comments from students indicated their high level of satisfaction with the customer service provided in relation to all aspects of their experience.

M19 The student handbook and the code of conduct do not make it sufficiently clear the conditions under which a student may be asked to leave a course. In the *Terms and conditions*, this information is not written entirely in student-appropriate language, with reference made to 'use of profanity'.

Publicity	
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.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
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	
The website is the main medium of publicity, supplemented by other documents, such as a brochure, a fees list and social media platforms.	
M21 This criterion is largely met; however, reference is made to a library in the school, when the provision is modest.	
M25 There is insufficient detail provided in publicity about the level of supervision provided to under 18s in the school.	

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.	Met
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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P2 The premises are in a very good state of repair throughout the building and provide a very comfortable environment for students and staff. Both groups can use the additional facilities available in the basement and on the ground floor of the Greenwich centre.	
P3 All classrooms have good learning facilities and air conditioning; all are spacious, and nearly all have good natural light.	
P4 Students can relax in a number of places, including the large social areas on the first and ground floors of the building.	

Learning resources	
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.	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.	Not met
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.	Met
Comments	
P9 Although local technical support was in place, ongoing IT issues had occurred before and during the inspection. Teachers had formally raised their concerns about these problems, and several observed lessons were disrupted by them.	
P10 Students can use the self-study centre and the group's own learning platform – Twin eLearning (TeL) – which is supplemented by a recently devised app. Students are encouraged to join the large public library on the ground floor.	

Teaching and learning

Academic staff profile	Met
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 appropriate to the school's context. The recruitment and support policy is 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.	Met
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.	Met
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 Timetabling is generally managed effectively and takes into account all relevant factors, such as keeping under 18s in closed groups apart from adults, and rotating teachers to teach at different levels. However, the first lesson of the day is two hours' long, which does not take into account the needs of staff and students for more regular breaks, as was mentioned in student feedback.	
T5 Cover arrangements are thorough. The cover teacher has clear and detailed information about the lesson to be taught. Specialist classes are covered by teachers with prior experience in those areas.	
T6 Overall the criterion is met, as the syllabus is designed on a weekly basis, and takes into account the needs of new and continuing students. However, not enough guidance is given to teachers on how to manage class sizes that might expand and contract from one week to the next, when closed group students join existing classes.	
T7 Teacher inductions are thorough and include the use of a detailed checklist. New staff are allocated a buddy and observe existing teachers in action.	
T8 Day-to-day support from the academic management team for teachers is excellent and highly praised by all of the teachers in the focus group. The academic manager and ADoS are freely available to give advice, as are teaching buddies with whom teachers often share a class.	
T9 Formal observations are thorough and take place at least twice per year. Feedback includes clear suggestions for making improvements. Drop-in observations are also conducted and identified teacher needs are linked to CPD sessions.	

T10 CPD for teachers is very effectively managed. The formal programme is based on findings from observations, teachers' surveys and day-to-day feedback on areas of development. The in-house CPD activities take place fortnightly and funds are available for attending external events and conferences.

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.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
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 There is a clear curriculum policy in place and course design is based on stated principles relevant to the type of course and adapted to the needs and objectives of students. The syllabus is broken down into learning aims, teaching aims and suggested materials, to give teachers, including inexperienced ones, clear structure and guidance.

T14 Detailed written course outlines are available to students through written plans on class noticeboards, coursebook contents pages and online through TeL.

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.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
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 Placement procedures are thorough; all individual students have a needs analysis that leads to the setting of individual learning plans.

T16 Student progress is well monitored through weekly, end-of-course tests and regular tutorials. The TeL platform is used to enhance students' awareness of their progress, as it is recorded online, and easily accessible to them.

Classroom observation record

Number of teachers seen	7
Number of observations	8
Parts of programme(s) observed	Morning general English and afternoon examination preparation and communication skills lessons.

Comments

One of the teachers was observed twice to ensure that all general English levels and course types were seen.

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.	Strength
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.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met

T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
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	
<p>T19 Teachers generally demonstrated a good awareness of the linguistic systems of English, and in some classes made effective reference to stress marking and the phonemic script.</p> <p>T20 Lesson content was clearly based on course objectives and student needs. Detailed class profiles showed in-depth awareness of individuals' strengths and needs. Individual needs' analyses had been conducted.</p> <p>T21 Intended learning outcomes were clearly displayed throughout lessons on small whiteboards and were referred to by teachers during most sessions observed.</p> <p>T22 Teaching techniques were largely appropriate, and included giving clear instructions and skilfully engaging students in group and pair work.</p> <p>T23 Although sometimes hampered by IT issues, teachers generally made good use of the classroom teaching and learning resources available to them.</p> <p>T24 Appropriate feedback mechanisms were generally employed by teachers, including self and peer correction.</p> <p>T25 Teachers and students evaluated learning through short classroom tasks.</p> <p>T26 All teachers promoted positive and inclusive learning atmospheres, through using student names and involving diverse levels of students in all activities.</p>	

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.	Met
W6 Students have access to adequate health care provision.	Strength
Comments	
<p>W1 A comprehensive critical incident plan is in place and stakeholders receive appropriate summaries. Full training is given to group leaders to ensure they are aware of emergency plans and a summary is routinely added to risk assessments for the leisure programme.</p> <p>W2 Students receive very good pastoral care. The student handbook is comprehensive and students reported excellent support from all staff in the centre. Several key staff have mental health first aid training.</p> <p>W6 Students have good access to health services. There is a GP practice in the same building which offers emergency care to students in the school, and evidence of good care offered, including accompanying students to local GPs and hospitals when required.</p>	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	Met
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	
W11 There are very good formal and informal mechanisms for identifying issues with accommodation, including a bi-weekly drop-in session for students. Communication with students and hosts is handled sensitively, and where action is required, there is good evidence that it is carried out quickly and effectively. Feedback to both hosts and local organisers is routinely communicated and is appreciated.	
W12 The homestay handbook and other supporting documentation, including terms and conditions and a code of conduct for hosts, are well presented and comprehensive.	
Accommodation: homestay only	
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 sub-section are fully met.	
Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this sub-section are fully met.	
Leisure opportunities	
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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
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	
W22 Written risk assessments are extensive, regularly reviewed and include clear guidelines on how to respond to situations where students are at risk. There are good risk assessments also in place for weekend excursions offered by an external partner.	
W23 The member of staff who leads the vast majority of school-led activities is well qualified with coaching and other sports training qualifications.	

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.	Strength
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

The school enrolls a small number of 16 and 17-year-old students on its adult General English programme, and also accepts groups of junior students throughout the year with students ranging from age 10 upwards. However, no junior groups were enrolled during the period of the inspection. There was one student under the age of 18 on the adult General English course in the inspection week.

S1 The safeguarding policy is a company-wide document and is comprehensive. It is reviewed annually by the safeguarding teams, and this review is supplemented by monthly safeguarding meetings where Designated Safeguarding Leads (DSLs) in different departments of the company share good practice and discuss any issues arising.

S2 The safeguarding policy is effectively and appropriately communicated to all relevant stakeholders, including external partners, such as airport transfer providers. Safeguarding training is thorough. The DSL is supported by a deputy DSL trained to specialist level and all homestay hosts sampled have completed basic safeguarding training.

S5 There are well-thought-through plans for accommodating junior groups in the centre safely. These include staggered breaks and clear identification of different ages of junior students through coloured lanyards and colour coding on registers.

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	2006
Last full inspection	2019
Subsequent checks/visits (if applicable)	2022
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Group travel; Work experience; Government funded training programmes
Other related accredited schools/centres/affiliates	Twin English Centre Eastbourne, Twin Summer Centres
Other related non-accredited schools/centres/affiliates	Twin English Centre Dublin
Private sector	
Date of foundation	1985
Ownership	Name of company: Twin Training International Company number: 03118260
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	April
Full-time ELT (15+ hours per week) 18 years and over	52	70
Full-time ELT (15+ hours per week) aged 16–17 years	1	44
Full-time ELT (15+ hours per week) aged under 16	0	85
Part-time ELT aged 18 years and over	0	3
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	53	202
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–46	18–53
Adult programmes: typical length of stay	12–24 weeks	2–4 weeks
Adult programmes: predominant nationalities	Turkish, Japanese, Saudi Arabian, Brazilian, Chinese	Turkish, Italian, Brazilian, Spanish, French
Junior programmes: advertised minimum age	0	10
Junior programmes: advertised maximum age	15	15
Junior programmes: typical length of stay	N/a	1–3 weeks
Junior programmes: predominant nationalities	N/a	Thai, French, Chilean, Spanish, Georgian

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	14
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	19	

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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

The academic manager does not teach. The ADOS is also TEFLQ and when required teaches on bespoke courses, but not in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	7
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	10	0
Private home	0	0
Home tuition	0	0
Residential	1	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	17	1
Staying in privately rented rooms/flats	24	0
Overall totals adults/under 18s	52	1
Overall total adults + under 18s	53	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P9 have been addressed. The required evidence was subsequently provided.