

Organisation name	Docklands Academy, London
Inspection date	7–8 June 2023

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 Docklands Academy, London in June 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](http://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.

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

## Introduction

Docklands Academy, London (DAL) is a not-for-profit limited company offering HE courses in hospitality and travel and tourism management, in addition to English language courses. It was last inspected in 2018, with a spot check in 2019. Since the last full inspection there have been some changes in personnel; these include the appointment of the academic manager.

This compliance-only inspection took place over one full and one part day. Meetings were held with the CEO/principal, the academic head/director of studies (DoS), the head of quality and administration, the marketing manager, the head of finance and estates, the student services and welfare manager, the head of admissions and two teachers/social co-ordinators. A focus group with students was held. Both teachers timetabled during the inspection were observed by both inspectors. One inspector had telephone meetings with the accommodation agencies used by the school.

## Address of main site/head office

11 Selsdon Way, City Harbour, London E14 9GL

## Description of sites visited/observed

DAL is located in a modern property in the Docklands area of east London, close to the Canary Wharf financial district. On the ground floor, there is a reception desk, an IT suite, and three classrooms. On the first floor there is a lecture theatre, a classroom and offices. On the second floor there is a library and study area, a classroom, offices, a boardroom and staff kitchen. The lower ground floor has two classrooms and a cafeteria with comfortable seating and a student 'hub' which can also be used as a prayer room. There are toilets on each floor, including an accessible toilet on the ground floor.

An adjoining building which is used for the junior courses has a separate reception desk on the ground floor. The lower ground floor in this building has offices, a meeting area and a kitchen. On the first floor, there are three classrooms and offices. On the second floor, there is a workshop/dance studio, a computer lab, a classroom, and offices. There are toilets on each floor, including an accessible toilet on the ground floor.

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

DAL runs general English courses including IELTS preparation for adults and young adults (16+) year-round. During the summer, vacation courses for students aged 10–15 are offered. During the period of the pandemic online courses were offered but all classes are now face-to-face. Occasionally, one-to-one courses are run.

## Management profile

The CEO/principal reports to the board of governance. She line manages the DoS, the head of quality and administration, the marketing manager, the head of finance and estates, the student services and welfare manager, and the head of admissions. The teachers/social co-ordinators report to the DoS.

## Accommodation profile

Homestay accommodation, if required, is organised by one of two agencies registered with the British Council. Students either contact the agency directly or, especially for those with lower language levels, ask the school to act on their behalf. However, no students had requested homestay accommodation for some time. No other

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accommodation is provided or recommended. All students at the time of the inspection had made their own arrangements.

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## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of students, and in accordance with the provider's stated goals and values. Publicity required some attention but is generally satisfactory.

### Premises and resources

The provision meets the section standard. 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 needs of the students. Guidance on the use of these resources is provided for staff and students.

### Teaching and learning

The provision meets the section standard. The academic staff team has a satisfactory professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive 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.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are well met. Generally, students benefit from well-managed student services. However, no advice about living in private rented accommodation is available to individual students.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation. Staff are trained to an appropriate level with quarterly updating. Recruitment and supervision arrangements are satisfactory.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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## 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 describing the goals and values of the organisation on the website and in handbooks, and a five-year strategic plan for the period 2023–2026 has been devised with input from all stakeholders. The structure of the ELT operation is clear and works well. Communication is effective and staff feel well informed and included in decision making. There are good systems in place to collect feedback from students in writing, as well as face to face. Staff feedback is collected both informally and through structured meetings and surveys. All

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feedback is collated and analysed and used to inform future development. A self-evaluation document linked to updated policies is in place.

<b>Staff management and development</b>	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**

Human resources policies and procedures are appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff. The job descriptions for some staff members did not include a description of their safeguarding responsibilities; these were added during the inspection. Recruitment procedures are thorough and staff records sampled had all the required documentary evidence in place. Induction and appraisal policies and procedures are of a high standard. All members of staff are engaged with continuous professional development. The completion of mandatory training is well documented.

<b>Student administration</b>	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 about the helpfulness and friendliness of all staff is very positive. Pre-arrival advice and guidance is good. The systems for enrolment, cancellation and refunds are appropriate and students' records are complete and up to date. Absence and lateness policies and procedures are appropriate and made known to students. Conditions under which a student may be asked to leave the school, and the complaints procedure, are clearly communicated to all stakeholders.

<b>Publicity</b>	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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the website. Social media is also used. Overall, the information on the website is accurate and gives rise to realistic expectations about the school and the services it offers. There was mention of some 'historic' courses which are no longer offered. These were removed at the time of the inspection, and this is no longer a point to be addressed. Information on courses is easy to find, with all content written in accessible English. The costs of tuition, additional materials, exams and the leisure programme are all stated. Information about the level of care and support given to students aged under 18 is provided. However, it was not easy to find. The website was changed during the inspection so that this information is more accessible. A description of the accommodation arranged by the school was not sufficiently detailed, and the costs were not provided. The requisite changes were made immediately after the inspection, so these are no longer points to be addressed.

### Premises and resources

<b>Premises and facilities</b>	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

The premises are in an excellent state of repair, decoration and cleanliness. They provide a very comfortable and professional environment for work and study. Classrooms are spacious and well furnished. There are good facilities for staff and students to work and relax. Water is available throughout the building and there is a canteen providing fresh, reasonably priced food. Signage is satisfactory and well-organised noticeboards give students up-to-date information.

<b>Learning resources</b>	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

There are sufficient resources for students and teachers. The educational technology is well maintained and supported, and staff receive appropriate training in its use. Students have access to, and guidance on the use of, a range of library and online learning resources. There are effective procedures for the review and development of teaching and learning resources.

## Teaching and learning

<b>Academic staff profile</b>	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 academic staff have a level of education represented by a Level 6 qualification. One of the two teachers is TEFLQ, the other has an ELT qualification which does not meet all the specified requirements: she completed an online training course which had no assessed teaching element. A rationale was provided and accepted within the context of this inspection. The teacher is a qualified primary school teacher; the online course in ELT provided good theoretical knowledge and she has experience in teaching adults. The team has a range of experience, knowledge and skill appropriate to the courses offered and the DoS has an appropriate professional profile to provide academic leadership.

<b>Academic management</b>	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. The timetabling of students, teachers and courses is managed well. Cover arrangements are satisfactory. Information and guidance on managing continuous enrolment is generally appropriate to the context. The DoS is available on a day-to-day basis and is very supportive; the academic management structure also encourages teachers to support each other. There are effective systems in place for the observation and monitoring of teachers' performance.

<b>Course design and implementation</b>	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 primarily coursebook based, supported by a syllabus planner for different levels, and reviewed and adapted to meet the changing needs and interests of the students. Students have the coursebook syllabus for guidance and learning outcomes are made known to students at the start of each day. Learning strategies are

included in course design through the coursebooks in use and the syllabus planner. Emphasis is put on the use of authentic materials and activities so that students can develop their language skills outside the classroom.

<b>Learner management</b>	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

Placement testing and the initial needs analysis procedures are effective and feed into the ongoing assessment and support of students. Assessment and monitoring of students' progress is effected through regular tests and tutorials, when students review their own learning objectives and are given guidance on how to achieve them. All students receive leaving certificates. Advice about examinations and access to mainstream UK education is readily available.

#### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	All classes running at the time of the inspection.

#### Comments

Both inspectors observed both teachers.

<b>Teaching: classroom observation</b>	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 This criterion is met overall. Teachers provided accurate models of spoken and written language. The illustration of grammatical structures and lexis was done well. However, awareness of pronunciation was not always in evidence, either in the plans or in the delivery of the lesson.

T24 In student profiles, there was an indication of the specific interests of the students. Teachers had devised plans which drew on the course objectives and the content was partly based on the requests of students. There was a clear focus on the learning needs and motivation of the students.

T25 Lesson plans included appropriate learning outcomes. Outcomes were put on the board and discussed with students at the start of the lessons, and plans indicated that they would be reviewed at the end. Learning outcomes were achieved through a coherent sequence of activities.

T26 A range of techniques was observed: for example, eliciting, questioning, nominating. Effective use was made of prompts, interactive activities and games. Instructions were clear and checked with students. Some oral practice of new vocabulary was observed but students were not given enough targeted pronunciation practice. There were good opportunities for extended speaking practice which focused on fluency and turn taking.

T27 Technological resources were used effectively. Whiteboards were well organised and neat. New vocabulary was put on the board, and the word class marked; however, there was no indication of how the words and expressions are pronounced by, for example, using phonemes and stress marking. Students were seated and grouped appropriately for the tasks being undertaken. There was movement around the class and variety in terms of seating.

T28 Teachers monitored well. Some feedback on oral errors was given by prompting self-correction and providing a correct model. But some opportunities were missed to pick up on students' pronunciation errors and to provide follow-up practice.

T29 Lesson plans included tasks and activities to assess whether learning had taken place. There was reference to work done previously and to what had been learned in the current lesson.

T30 Teachers created a very positive and purposeful learning atmosphere; students were attentive and engaged. Students reported that they were enjoying and benefiting from their lessons.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the average being of a good standard. Teachers demonstrated a sound knowledge of the grammatical and lexical systems of English, although knowledge of phonological systems was not so much in evidence. They were able to model and explain language effectively. There was a strong focus on building confidence in the use of language within a communicative context. A good range of teaching techniques was observed, and learning resources were competently deployed. Teachers were well able to engage and motivate their students and to meet their learning needs.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	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

Appropriate risk assessments and emergency planning are in place to ensure that the safety and security needs of students are met. Students reported that they receive good welfare support from a number of staff. The student handbook contains detailed information about living in the UK and advice about health care provision is thorough.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met



W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	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

Their accommodation is either arranged by students themselves or can be provided through two homestay agencies registered with the British Council.

#### Accommodation: homestay only

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 the criteria in this area are met.

#### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

W21 Although advice about living in private rented accommodation is provided to agents arranging accommodation on behalf of their students, no such advice is available to individual students.

#### 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 receive information about local activities through the school's monthly newsletter. The school offers a varied programme of four activities per month with a mix of visits, sport and fun events; some of the activities are free. The content of all activities is based on staff and student suggestions. There are risk assessments for all activities; these are regularly updated.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	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

The school has a comprehensive safeguarding policy covering all the required areas. Staff receive appropriate regular training and updates. Parents or guardians receive general information about the level of care provided and complete a generic consent form although this did not indicate specifics about unsupervised time outside the school. This omission was remedied during the inspection and is no longer a point to be addressed. Safer recruitment procedures are followed and records are well maintained.

#### 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	October 2014
Last full inspection	August 2018
Subsequent spot check (if applicable)	February 2019
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	HE courses in travel and tourism
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2011
Ownership	Name of company: Simply Alliance Ltd.

	Company number: 06999859
Other accreditation/inspection	BAC, QAA as part of OfS application

### Premises profile

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

Student profile	At inspection	In peak week: July 2023 (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	13	36
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>13</b>	<b>36</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	20–39	20–49
Adult programmes: typical length of stay	2–12 weeks	2 weeks
Adult programmes: predominant nationalities	Algerian, Belgian, Hong Kong Chinese, Ukrainian	Algerian, Ukrainian, Uzbeki, Panamanian

Staff profile	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	0	
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	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

None.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	0

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	2

#### Comments

A rationale was provided for the teacher without an appropriate ELT qualification. The rationale was accepted within the context of the inspection.

#### 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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	8	0
Staying in privately rented rooms/flats	5	0
Overall totals adults/under 18s	13	0
Overall total adults + under 18s	13	

#### Points to be addressed

##### Teaching and learning

T23 Awareness of pronunciation was not always in evidence either in the plans or in the delivery of the lesson.

T26 Students were not given enough targeted pronunciation practice.

T27 There was no indication given of how lexical items are pronounced.

T28 Some opportunities were missed to pick up on students' pronunciation errors and to provide follow-up practice.

##### Welfare and student services

W21 No advice about living in private rented accommodation is available to individual students.

#### Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection.

Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 12 January 2024. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.