

Organisation name	Lewis School of English Junior Centres (head office Southampton)
Inspection date	24–26 July 2019

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. However, evidence must be submitted within three months to demonstrate that weaknesses in S5 and S7 have been addressed.

Summary statement
<p>The British Council inspected and accredited Lewis School of English Junior Centres in July 2019. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers vacation courses for under 18s.</p> <p>Strengths were noted in the areas of publicity, premises and facilities, and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Lewis School of English, Southampton, has offered a junior programme since 1997; provision extended to multiple centres in 2010 and the multicentre junior programme was separately accredited in 2011. At the last inspection, five centres were running; this year there were three, in Southampton, Reading and the New Forest. All centres are administered by head office in Southampton, and continuing professional development (CPD) is delivered by Lewis School based teacher trainers who are TEFLQ. They cover all centres. Administrative academic management (head teachers and assistant head teachers) is carried out by returning overseas staff who are generally also TEFLQ.

Inspectors visited head office and two of the three centres: Southampton, chosen because it was the largest centre, and New Forest, as the wildcard centre, chosen because it was not visited at the last inspection. At head office, meetings were held with the director, the marketing communications manager, the office manager and a member of the main school reception team, one of the two CPD trainers, and the homestay visiting officer. At the centres, meetings were held with the centre manager, the head teacher, the activities manager, activity leaders, and, additionally in Southampton, the welfare and residence manager and the residential student guardian. Focus groups were held with teachers and with students in both centres. All teachers timetabled during the inspection were observed. One inspector visited two homestays in New Forest, two homestays in Southampton and the residential accommodation in Southampton.

## Address of main site/head office

30–33 Palmerston Road, Southampton SO14 1LL

## Description of sites visited

In addition to head office, two centres were visited during the inspection: New Forest and Southampton. The New Forest centre (Ringwood Waldorf School, Folly Farm Lane, Ringwood BH24 2NN) makes use of the premises of an independent school for children up to 18. The school has its own car park, playground and playing fields, and there is a small café and shop on the edge of the grounds. A range of classrooms is available, with three in use for EFL classes, arranged around a courtyard area where students can congregate and play ball games during breaks. The Lewis school office, for all staff at the centre, is located on the first floor overlooking the courtyard, and has its own kitchen area as well as seating, office space and computers. There is a large hall for dining and activities.

The Southampton centre (Solent University, East Park Terrace, Southampton SO14 0YN) is based on the third and fourth floors of a university building. The centre office, for all staff, and a range of classrooms are on these floors, and the centre also makes use of lecture theatre space for afternoon activities, and one of the university canteens, in another building a short walk away. At break times, students can make use of a cafeteria, snack bar and shop on the ground floor, and main meals are served in the canteen. There are toilets on every floor and all floors can be reached by stairs and lifts.

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 type="checkbox"/>	<input 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 checked="" 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

All courses are for 11 to 17 year-olds, although the school may occasionally accept an 18 year-old from the same school year. The basic programme consists of 15 hours of English tuition weekly, either with a standard activities offer, or with activities and football, theatre or IELTS. The New Forest centre also offers a theatre camp and an art camp, both without English and open to native as well as non-native speakers.

---

## Management profile

At head office, the head of marketing and operations (HMO), and the finance and administration manager (FAM) report to the director. The FAM is responsible for the junior programmes administration team and the CPD trainers, while the HMO oversees the marketing and operations team. In the centres, teachers and activity staff are managed by head teachers and activities managers respectively, and these, together with welfare managers, report to the centre managers, who have overall responsibility. Centre managers report to the director.

---

## Accommodation profile

Homestay accommodation only is offered at the New Forest centre; Southampton offers both homestay and residential accommodation. At the time of the inspection 38 students were staying in homestay at New Forest, 62 students in homestay in Southampton and 209 students staying in residential accommodation in Southampton. All homestays in the New Forest centre are within a 10 to 20-minute drive from the centre, some are within walking distance. In Southampton all homestays are within a 30-minute bus ride of the teaching centre. Some homestays are ensuite, but most provide standard accommodation, half board during the week and full board at weekends. The residential accommodation is owned and managed by Solent University and is a 15 to 20-minute walk from the teaching centre. The school uses three residential blocks. All rooms are single with ensuite facilities. The communal kitchen areas were being refurbished at the time of the inspection and were not available for students to use. The front door of each block and all internal rooms are lockable. There is a social space in the main reception block which is sometimes used for evening activities. Students are always accompanied when walking to and from the residence to the teaching centre.

Group leaders and a minimum of three members of Lewis School of English staff are accommodated in the residences overnight. Group leaders allocate the rooms and are responsible for their students between 23.00–07.00. Independent students are accommodated together in the same block and are looked after by the welfare and activity manager.

---

---

## 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 in accordance with the provider's stated goals, values, and publicity. *Publicity* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an extremely comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive very good 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. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard. Students are looked after by a committed team at both centres and their pastoral needs are well met. However, there was a weakness in security at the New Forest centre, which compromised the safety of the students there. Homestay and residential accommodation are both entirely satisfactory and students benefit from a good programme of activities and excursions.

### Safeguarding under 18s

The provision meets the section standard. An appropriate safeguarding policy is in place and all staff and homestay providers undertake safeguarding training. Students are carefully supervised during lessons and activities and good arrangements are in place to ensure their whereabouts at all times. However, there were no risk assessments in place for the group making alternative excursion arrangements or for the small number of 18 year-olds on the junior programme.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

---

**Evidence****Management**

<b>Strategic and quality management</b>	<b>Met</b>
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.	Not 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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Not met

**Comments**

M2 Although planning clearly takes place, no evidence of this process, or steps involved in moving towards targets, was available.

M3 The structure is clear and made very accessible through posters with photographs of staff, which are produced for each centre.

M7 No self evaluation was submitted prior to the inspection. This was sent after the inspection and is therefore not a point to be addressed. The action plan submitted was incomplete.

<b>Staff management and development</b>	<b>Met</b>
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.	Strength
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**

M11 Thorough induction is provided for all summer staff, including returners. Induction time is paid and staff handbooks are comprehensive.

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	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

M15 Students and agents receive comprehensive pre-course information and communication in a number of ways, including through a live chat facility on the website.

Publicity	Area of strength
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.	Strength
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.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The website is the main medium of publicity, and there is also a junior programmes brochure. The school also makes use of a range of social media.

M22 Both the website and the brochure provide very clear descriptions and pictures of the main features of the provision, fully representative of the student experience.

M24 Course information is clear, detailed and easy to find and navigate.

M27 Accommodation options are set out in a dedicated area of the website and include photographs of residences in use as well as full details for comparison.

### Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

P1 Although very different in style, premises at both centres are extremely well maintained and presented and provide an extremely comfortable environment. In Southampton there are lifts to all areas, and a very good range of facilities. Buildings are extremely modern and clean, and students have plenty of choice in terms of space for relaxation and congregation. In the New Forest, the school is more intimate and contained, and students have access to several outdoor areas and gardens within the school.

P2 Classrooms in both centres are spacious and quiet, with flexible furniture, good natural light and ventilation, and, in Southampton, air conditioning.

P5 Signage is extremely well managed to create a clear centre identity within host premises. There are signs and noticeboards in appropriate locations in both centres, enabling the operation to be found easily. Noticeboards are attractive, informative and up to date.

<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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P9 In Ringwood, a good range of traditional resources is available. In Southampton there is a very good range of well-maintained educational technology in classrooms, which is used regularly and confidently. Immediate technical support is available on site.

### 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

T1 Rationales were provided for two teachers without a Level 6 qualification, and these were accepted in the context of this inspection. Both had appropriate levels of engagement with post-school learning and/or life experience.

T2 Rationales were provided for two teachers who did not have ELT qualifications that met Scheme requirements. Both teachers had good relevant experience and were being well supported.

<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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T9 The two CPD trainers based at the main school pay regular visits to the centres during the summer period and deliver teacher development sessions. They also provide induction and support for head teachers, and a feature of this model is that it enables development for head teachers as well as their teaching teams. Teachers in the focus groups spoke very highly of the support provided overall.

T10 Observations are carried out by head teachers, and also by the CPD trainers, so that head teachers gain additional experience and support in carrying out formal observation, with a form that has been developed for them to use. Teaching staff in both centres were extremely positive about observation and the feedback they had received.

<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.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### **Comments**

T12 Feedback is collected from staff and students and adjustments can be made to courses. However, it is unclear who drives this process in the absence of dedicated year-round academic oversight for the summer programme.  
T13 Weekly course outlines are extremely appropriate, including 'will be able to' descriptors which are picked up in 'can do' statements as part of a weekly review.

<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.	N/a

#### **Comments**

All criteria in this area are fully met.

#### **Classroom observation record**

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	All

#### **Comments**

The total includes the head teacher at the New Forest Centre who is scheduled to teach 15 hours weekly. The head teachers at other centres do not have teaching commitments.

<b>Teaching: classroom observation</b>	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 Teachers generally demonstrated sound awareness of language and in most cases provided clear models. Stronger lessons included additional language information such as phonemic script or parts of speech, and provided some good explanations.

T24 Lessons generally included extremely relevant materials and tasks. Plans provided useful student profiles, including information on learning styles and strengths and weaknesses. The strongest plans also offered specifics on how to accommodate these differences.

T25 Learning outcomes were mostly relevant and it was clear that they had been made known to students. Lessons were generally appropriately staged.

T26 An appropriate range of teaching techniques was seen in many lessons, including eliciting, checking questions, clear instructions and monitoring.

T27 Many teachers made good use of good seating arrangements and movement. There was some very clear boardwork, including good use of colour in stronger lessons, as well as use of visual prompts and handouts. Classroom equipment was used confidently, and students were often invited to move to the front and use boards.

T28 Useful praise and plentiful encouragement were in evidence in most classes. A range of correction techniques was seen, particularly in stronger lessons, including prompting self-correction and inviting peer involvement and discussion.

T29 Most teachers made use of short assessment tasks, review, and plenary sessions.

T30 With isolated exceptions, teachers graded their own language well and spoke at an appropriate speed. The majority ensured a good variety of interaction patterns and established very good rapport with their students. Making good use of personalisation, nomination, teamwork and competition. In the majority of classes students were highly engaged.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being good or better. Knowledge of the linguistic systems of English was sound, and virtually all teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs, ages and cultural background of the students, and led to relevant learning outcomes. In most lesson segments observed, techniques were varied and appropriate, and students were fully engaged. A range of techniques ensured that appropriate feedback was provided to students, and there were opportunities to evaluate learning in most lessons. Teachers' sensitivity to individual and whole class needs resulted in a very positive learning atmosphere.

#### 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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met



Comments	
W1 For both centres visited, risk assessments and fire safety measures are in place and students are carefully monitored.	
W3 Students benefit from a very high level of pastoral care from all staff at both centres. Staff knew their students well, even students who had only been with them for a short time, and all staff spoken to felt pastoral care and the well-being of the students was central to their work and to the ethos of the school. Students in the focus groups felt secure and knew who they would go to with any problems.	
Accommodation (W9–W22 as applicable)	
<i>All accommodation</i>	Met
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	
All criteria in this area are fully met.	
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 criteria in this area are fully met.	
Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
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**

All criteria in this area are fully met.

**Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Met</b>
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.	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.	Not 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.	Not 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 junior summer courses are for students aged 11–17. At the time of the inspection seven students aged 18, from the same year group, were enrolled on the junior courses.

S5 There are generally very good arrangements in place to ensure students are well supervised and accounted for at all times, including regular roll calls and staff members being responsible for groups of ten students known to them. However, one group had made alternative arrangements and were taking students on daily excursions. No risk assessments had been carried out for these excursions and only group leaders accompanied the students, with no involvement from Lewis school staff. In addition, although the school accepts students who are just 18 from the same year group, no risk assessments had been done to take account of this.

S7 No risk assessments were in place for the small number of 18 year-olds accommodated with junior students.

**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: multicentre****1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)**

<b>Inspection history</b>	<b>Dates/details</b>
First inspection	2011
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Theatre Camp, Art Camp
Other related accredited schools/centres/affiliates	Lewis School of English (Adults and off peak juniors)
Other related non-accredited schools/centres/affiliates	Award bearing teacher training courses

**Private sector**

Date of foundation	1976
Ownership	Name of company: Lewis School Ltd Company number: 03312844
Other accreditation/inspection	N/a

**Premises profile**

Address of Head Office (HO)	30–33 Palmerston Road, Southampton SO14 1LL
Name and location of centres offering ELT at the time of the inspection but not visited	Reading
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

**Student profile at peak at all centres**

	Collated totals in peak week: 15 July 2019, all centres
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	7
17 years and under	530
<b>Overall total</b> of ELT/ESOL students shown above	537
Predominant nationalities	Italian, Spanish, Omani, Kazakh

**Staff profile at peak at all centres and HO**

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	27
Total number activity managers and staff	35
Total number of management (non-academic) and administrative staff	6
Total number of support staff (e.g. houseparents, matrons, catering)	4

**2. DATA ON CENTRES VISITED**

<b>1. Name of centre</b>	Southampton
<b>2. Name of centre</b>	New Forest
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

<b>Student profile</b>	<b>Totals at inspection: centres visited</b>					<b>Totals in peak week: centres visited</b>				
Centres	1	2	3	4	5	1	2	3	4	5
<b>ELT/ESOL students</b>	<b>At inspection</b>					<b>In peak week</b>				
18 years and over	5	2				5	2			
17 years and under	282	41				365	46			
<b>Overall total</b>	<b>287</b>	<b>43</b>				<b>370</b>	<b>48</b>			
U18 programmes: advertised minimum age(s)	11	11				11	11			
U18 programmes: advertised maximum age(s)	17*	17*				17*	17*			
Predominant nationalities	Italian, Spanish, Arabian, Kazakh									

\*18 if in same year group

<b>Staff profile at centres visited</b>	<b>At inspection</b>					<b>In peak week</b>				
Centres	1	2	3	4	5	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	14	3				15	3			
Total number of activity managers and staff	17	5				18	5			
Total number of management (non-academic) and administrative staff	2	1				2	1			
Total number of support staff	0	4				0	4			

#### **Academic manager qualifications profile at centres visited**

Profile in week of inspection: at centres visited	<b>Total number of academic managers</b>				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	2	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
<b>Total</b>	<b>2</b>	<b>1</b>			

Comments

The head teacher at the new Forest centre was scheduled to teach 15 hours weekly.

#### **Teacher qualifications profile at centres visited**

Profile in week of inspection at centres visited	<b>Total number of teachers</b>				
Centres	1	2	3	4	5
TEFLQ qualification	2		0		
TEFLI qualification	7		2		
Holding specialist qualifications only (specify)	0		0		
YL initiated	0		0		
Qualified teacher status only (QTS)	1		0		
Teachers without appropriate ELT/TESOL qualifications.	2		0		
<b>Total</b>	<b>12</b>		<b>2</b>		

Comments

None.

## Accommodation profile

### Numbers in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	2				62	36			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	5	0				204	0			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0				16	5			
Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
<b>Overall totals</b>	5	2				282	41			

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	287	43			

## Points to be addressed

### Management

M2 No evidence was available of the planning process, or steps involved in moving towards targets.

M7 The action plan submitted was incomplete.

### Safeguarding under 18s

S5 No risk assessments had been carried out for a group making alternative excursion arrangements, and no Lewis school staff accompanied the group. Although the school accepts students who are just 18 from the same year group, no risk assessments had been done to take account of this.

S7 No risk assessments were in place for the small number of 18 year-olds accommodated with junior 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. Please submit this to the Accreditation Unit by 15 February 2020. [Action on any points to be addressed with a specific earlier deadline must 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.