

Organisation name	Open Doors International Language School, Plymouth
Inspection date	2–4 October 2018

<b>Section standards</b>	
<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.	N/a

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity and W2 have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited Open Doors International Language School in October 2018. 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 courses in general English and ESOL for adults (18+).</p> <p>Strengths were noted in the areas of academic staff profile, academic management, course design, learner management, and teaching.</p> <p>The inspection report noted a need for improvement in publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Open Doors International Language School (ODILS) is a charity which delivers qualifications in English for Speakers of Other Languages (ESOL) and in Functional Skills English. Many students are fully funded by the Skills Funding Agency, although some may have to pay a small proportion of their fees for their ESOL qualifications, if not on any state benefits and above a salary threshold. ODILS teaches refugees and asylum seekers, migrant workers from the EU and spouses of British citizens. Funded and fee-paying students are taught together.

The inspection involved two inspectors, and lasted for two days and one evening. Meetings were held with the chief executive officer, UK contract manager, admissions and quality lead, exams manager, project manager, and academic administrator. All teachers timetabled to teach during the inspection were observed and meetings were held with students and teachers. The school does not arrange accommodation. There is no advertised leisure programme, although teachers occasionally organise social events for their students.

## Address of main site/head office

28 Woodland Terrace Lane, Greenbank, Plymouth, Devon PL4 8QL

## Description of sites visited

The school occupies a single-storey building on a side street in a residential area of Plymouth. It also rents two rooms in a community centre, which is located about two minutes' walk away. The community centre was not in use during the inspection. The main building, which the school rents, has five classrooms, one of which is large and can be used for other activities which require more space. There are five offices: an administration office next to the entrance, which is the school's reception; the chief executive's office, a shared office for the two academic managers; an office for the programme leader for teacher training and another for the programme leader for Volunteer Learning Net. The latter has a hot desk for teacher use. There is a café for staff and student use. There is also a teachers' resources room. The classrooms in the community centre are on the ground floor in adjoining rooms, separated by a movable partition wall.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school operates an academic year cycle, and offers part-time general English courses during the day for six or nine hours per week, and evening courses for four hours per week to adults. IELTS preparation courses are also offered, and the school can offer English for Specific Purposes (ESP) courses upon request. No ESP courses have been run in the last twelve months. There were no IELTS courses running at the time of the inspection, although one was due to begin the following week. The school runs a summer school during the day for individuals aged 18+ and has an agreement in place to offer an Arts and English summer school in collaboration with Plymouth College of Art for students aged 18+, although this course has not yet been run.

## Accommodation profile

The school does not provide or recommend accommodation as students are settled in the local community.

## Summary of inspection findings

### Management

The provision meets the section standard. Strategic management is strong. Communication is good and human resources policies are entirely satisfactory. However, a number of staff members did not have two references on file. Both appraisal and professional development systems are very good. Student administration is satisfactory, with high levels of customer service. A number of requirements were missing from the school's publicity, although some were corrected during the inspection. There is a need for improvement in *Publicity*.

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### Premises and resources

The provision meets the section standard. The premises and facilities meet the needs of students and staff for a comfortable and professional environment for work and relaxation. Learning resources are appropriate and adequate in number to support effective learning and teaching.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The teaching team profile is satisfactory, and they possess a range of other relevant skills. The profile of the academic management team is good. Academic management systems are efficient and effective, and course design and learner management is well thought out and implemented. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard. The students' needs for security and information are well met. Pastoral care is of a high standard. The limited provision of leisure activities is effectively organised.

### Safeguarding under 18s

No students under the age of 18 are accepted.

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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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not 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.	Strength

### Comments

M1 The school has a short, clear mission statement concerned with supporting isolated individuals within the community and empowering them to access work and further education through the teaching of English. The mission is central to the motivation of all staff, which was made clear through interviews with all employees.

M4 As well as regular academic and management meetings, there is also a quarterly meeting with the school's trustees to which all staff are invited. Detailed minutes of meetings are kept. The small size of the school means that there is also the opportunity for much informal communication, all of which ensures that every member of staff is well informed about school administration and developments.

M5 Although the school regularly seeks feedback from students through individual learning plans (ILPs), and a recently introduced student forum, there is currently no formal system in place for obtaining initial or end-of-course feedback.

M7 Evidence was seen of internal systems of review through meetings and appraisals, resulting in the organisation overview document. In addition, the school has also invested in the services of an external HR company, which has contributed to an overhaul of policies, procedures, and other HR systems.

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Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not 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.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength
<b>Comments</b>	
<p>M10 Appropriate recruitment procedures are in place. Staff files are generally well organised, but a number of those seen were without the required two references.</p> <p>M12 There are robust appraisal systems in place with evidence of focus on both quality assurance and staff development. Areas of strength and those requiring improvement are identified, and there are clear links to continuing professional development (CPD) for the following year with targets set. It is clear from the records sampled that the approach is supportive in nature, and staff members are given space to provide feedback on the appraisal given.</p> <p>M13 There are regular CPD sessions at the school, held twice in the same week for teachers so as to ensure that all have the opportunity to attend. External training has been hosted at the school with the added benefit of enabling networking opportunities among the local teaching community. In addition, a number of staff members have been given financial support to improve their qualifications.</p>	
<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
<b>Comments</b>	
<p>M14 The small size of the school, and its supportive ethos, lends itself well to the high level of customer care that many of their students require. Administrative staff liaise effectively and efficiently with a number of funding bodies through which their students come, as well as with the job centre, which also sends them students. The students themselves confirmed that they receive a high level of support which is sensitive to their often-evolving responsibilities outside of the school.</p> <p>M18 As all students are over 18 and resident in the local area, the school does not consider it necessary to access emergency contact details outside office hours. Details are recorded on student files and available during school opening times. This is appropriate in the circumstances.</p> <p>M20 The code of conduct in the student handbook is very clear regarding the conditions under which a student may be asked to leave. In addition, there is a traffic-light procedure of escalating seriousness, which acts as a visual support to their many low-level students.</p>	
<b>Publicity</b>	Need for improvement
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.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The school's publicity comprises a website, a range of course flyers, and social media pages.

M23 The language used across the website is not sufficiently accessible to their target readership.

M24 Although most of the required information is accurate, the total number of hours taught was missing from courses, as was the minimum age on one course. These details were added during the inspection and are no longer points to be addressed.

M28 The teaching team was described as well qualified despite only a small minority being TEFLQ. This was corrected during the inspection and is no longer a point to be addressed. However, the school runs teacher training courses, and general English classes are sometimes taught by trainee teachers as part of their training. Contrary to Scheme requirements, there is no corresponding reduction in fees for the few fee-paying students at the school.

M29 Although the school offers a number of courses that are not accredited, there was no attempt to differentiate between these and accredited courses in the use of the Accreditation Scheme marque. In addition, the incorrect marque was in use both on the website and on school documents.

### Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Not 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

P5 Although there is adequate signage to exits, there is insufficient signage to classrooms which can be difficult to locate. There are, however, ample facilities for the display of general information, which are well utilised.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Not met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P9 The school has two classrooms equipped with interactive whiteboards, and also 15 laptops, which are for classroom use. Although staff members commented favourably on the support they get regarding the use of educational technology, the unreliable nature of the hardware means that it is not possible for all staff to become as comfortable using it as they might like.

## Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
<b>Comments</b>	
<p>T3 As well as their teaching qualifications, the teaching team speak eight foreign languages between them, which can be very useful with often low-level and sometimes illiterate learners. Two members of staff are currently studying for masters' degrees in refugee studies, which is particularly relevant to this teaching context.</p> <p>T4 The two academic managers are both TEFLQ and have over 20 years' relevant management experience between them.</p>	
Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
<p>T6 The timetabling of students is handled with a very high level of flexibility and sensitivity. Great care is taken during the initial assessment to identify the learning needs of the student, as well as their commitments outside the school. A number of part-time classes are available to cater to these needs, and if there is not a timetable that fits a particular student, the school aims to create one that does.</p> <p>T7 Due to the different timetables offered by the school, it is often possible to find cover from within the teaching team. Additionally, there are four members of staff on the management and administration teams who are qualified and available to cover when needed.</p> <p>T8 The very detailed initial assessment which is carried out by an academic manager, and then carried forward by the teacher in the form of an ILP, ensures that continuous enrolment does not impact negatively on the existing class or the incoming student. The six-week scheme of work also allows for the incoming student to easily access information on classes missed.</p>	
Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Strength
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
<b>Comments</b>	

T11 Clear syllabi exist for each course, along with external exam requirements for most. Teachers use these along with the detailed information on each student gained through initial assessment to plan their schemes of work. Despite the structured nature of these courses, teachers commented favourably on the high level of autonomy they enjoy in selecting the materials to enable students to achieve the stated course aims.

T13 Detailed ILPs inform students of the intended learning outcomes of their courses, and they are also encouraged to contribute towards forming the objectives therein.

T15 The students' ILPs also include learning strategies specific to their individual needs.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
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**

T17 There is a very detailed initial assessment system in place which is carried out on a one-to-one basis between an academic manager and the incoming student. As well as testing all the relevant language skills, a thorough needs analysis is carried out to identify the student's learning background, any special learning needs, as well as their learning aims.

T18 The initial assessment carried out is then carried forward by the teacher in the form of an ILP. The students are encouraged to take ownership of this process through negotiating their objectives with the teacher. As most students are studying for official examinations, there are also regular diagnostic and practice tests to monitor their progress towards their final exams.

T19 Clear targets are set through ILPs, but a flexible approach is taken. If a student is judged to be unlikely to achieve the initial aims set, these are adjusted accordingly and negotiated with the student, the teacher and the exam officer. If the adjusted aims require a change in class for the student, this is handled efficiently.

T20 The majority of students at the school are required to sit a final exam, and this is central to the whole student journey. The school has a dedicated exams officer who provides individual support to every student in this area.

#### **Classroom observation record**

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	Morning ESOL classes, afternoon ESOL classes, evening ESOL classes

#### **Comments**

None.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
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.	Strength
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
<b>Comments</b>	
T23 Good modelling of language including pronunciation was seen in most segments. Explanations of grammar and vocabulary were mostly clear, with only one example of unclear explanations in one segment observed. Teachers were particularly good at helping students at low levels to understand. In some segments phonemes were used to good effect.	
T24 There was a clear focus on topics and language relevant to everyday life of the students settled in the local community. It was evident in all segments seen that teachers know students well and had planned lessons accordingly. The students' needs are effectively identified through ILPs, and the lesson plans included strategies for differentiating between these. In some cases, clear links to examinations skills were included, and there were ambitious but achievable aims for higher level students in particular.	
T25 The schemes of work cover a six-week period and learning outcomes are clearly stated. Good staging of lessons was seen, and this was particularly effective with lower level classes.	
T26 A good range of teaching techniques was seen, including choral drilling, nomination, elicitation, concept checking questions, instruction checking questions, and pair work. Excellent use of realia was seen in some segments to help students focus on the task. Occasionally, stronger students were allowed to dominate.	
T27 Where available, the interactive whiteboard was used with confidence. There was a good use of colour and a wide selection of visuals used. Students moved around and were sometimes rearranged in to new pairs, which helped keep motivation levels high. Teacher-produced materials were seen, all of which were of a high standard and neatly presented.	
T28 Excellent monitoring was seen in most segments, with unobtrusive correction during activities and frequent reminders of learning points. Examples were seen of students correcting each other's work, of errors from homework being used as a whole class learning opportunity, and also of delayed error correction.	
T29 Evaluation of learning was mainly achieved through exercises during the lessons. In some plans there was evidence of a final activity to check learning.	
T30 A very positive learning atmosphere was evident in all classes. There was a clear commitment to the inclusion of weaker students. Teachers were mostly very positive and encouraging, and all students enjoyed and were involved actively in their lessons.	

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being good. The content of lessons was entirely appropriate to the group as a whole, and care had been taken to cater to individual students' learning needs. Resources were chosen and adapted with an awareness of students' interests, and there was a clear link between learning outcomes and activities. An emphasis on visual materials, and careful staging, meant that lower level students were particularly well served. In higher level classes, challenging aims ensured student engagement. Teachers employed a range of teaching activities, and a positive, dynamic learning atmosphere was established in all classes.

### 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.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	N/a
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.	N/a
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 The school has a wide range of measures in place to ensure the safety and security of students. Appropriate buildings and fire risk assessments have been developed with the help of a specialist, who is also a member of the school's board of trustees. Several members of staff have had fire marshal training; fire drills are held twice per term. Visitors are required to sign in and out. The school has a close relationship with the local police on security issues.

W2 There is no comprehensive policy or plan in place to respond to emergencies.

W3 The contract manager has overall responsibility for welfare issues. There is a high level of awareness among all staff of the pastoral needs of students, many of whom require support in adapting to life in the UK. The school has well-established links with local agencies who provide information and help for refugees and migrants. Facilities for private prayer are available on request.

W5 Staff can be contacted during school opening hours, but there is no 24-hour emergency contact number. This arrangement is appropriate as all students are adults and are settled in the local community.

**Accommodation (W9–W22 as applicable)**

N/a

*All accommodation*

W9 Students have a comfortable living environment throughout their stay.

N/a

W10 Arrangements for cleaning and laundry are satisfactory.

N/a

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.

N/a

W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.

N/a

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

N/a

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.

N/a

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.

N/a

**Comments**

None.

*Accommodation: homestay only*

W16 Homestay hosts accommodate no more than four students at one time.

N/a

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.

N/a

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.

N/a

W19 English is the language of communication within the homestay home.

N/a

W20 Hosts ensure that there is an adult available to receive students on first arrival.

N/a

**Comments**

None.

*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**

Met

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.	N/a

#### Comments

W24 The school does not offer a leisure programme. However, teachers occasionally accompany students to local attractions and whole-school events are sometimes organised.

W26 Specific risk assessments are prepared for all leisure activities and are checked in advance by the contracts manager.

#### 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	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	EU Social Fund Project for 18–24 and 25+
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2001
Ownership	Name of company: Open Doors International Language School Company number: 4301430 Charity number: 1092728
Other accreditation/inspection	OFSTED

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	Frederick Street Youth Centre/Youth centre/Monday to Friday/two rooms
Details of any additional sites not in use at the time of the inspection and not visited	N/a

### Student profile

ELT/ESOL students (eligible courses)	At inspection	In peak week (October)
Full-time ELT (15+ hours per week) 18 years and over	0	0
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	266	266
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>266</b>	<b>266</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–70	18–70
Adult programmes: typical length of stay	9 months	9 months
Adult programmes: predominant nationalities	Polish, Sudanese, Romanian	Polish, Sudanese, Romanian

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	10	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

### Academic manager qualifications profile

Profile at inspection	
	Number of academic managers
Professional qualifications	
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

### Teacher qualifications profile

Profile in week of inspection	
	Number of teachers
Professional qualifications	
TEFLQ qualification	2
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
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	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	0	0
Staying in privately rented rooms/flats	266	0
Overall totals adults/under 18s	266	0
Overall total adults + under 18s	266	