

Organisation name	LINES Languages, head office Somerset
Inspection date	25–27 July 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M18, W1, W2, S1 and S4 have been addressed and before Summer 2023 that weaknesses in academic staff profile have been addressed.

Summary statement

The British Council inspected and accredited LINES Languages in July 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

The inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of academic staff profile was noted.

Introduction

Lines Languages Ltd has been providing residential language and activity courses for children since 1995. The courses are run in two independent boarding schools for four weeks during the summer holidays at Downe House (DH) in Berkshire and Queenswood (QW) in Hertfordshire.

Lines offers programmes for four age groups: 6–9 year-olds, 10–13 year-olds, 13–15 year-olds and 16–18 year-olds. The majority of students are recruited through agents. The schools have a maximum class size of ten and operate a nationality-cap or quota system to ensure a mix of nationalities in all classes. The programmes offer 24 hours of lessons per week, an academic mid-week excursion and a more touristic Saturday visit, as well as evening and weekend activities. The basic course fees are all-inclusive but students can book additional professional sports and activities and optional Sunday excursions as extras. Most students book for two weeks.

This compliance-only inspection lasted three days. The inspectors spent one day at each school and one day remotely speaking to staff about head office functions.

At QW they had meetings with the centre manager, director of studies (DoS) and host school's operations manager. One inspector visited the residential accommodation and met the houseparents. Both inspectors observed the DoS teaching, as she was the only teacher working during the week of the inspection. They also held a student focus group.

At DH they met the centre manager, the DoS and the host school liaison. All six teachers were observed and separate focus group meetings were held with students, teachers and activity leaders.

During the head office remote visit, the inspectors spoke to the chief executive officer (CEO), deputy CEO, administration and bookings manager, academic coordinator and recruitment consultant.

Address of main site/head office

Leigh Croft, Bristol, Somerset BS8 3PE

Description of sites visited/observed

Lines Languages runs summer schools at two independent girls' boarding schools. Both are set in their own extensive grounds and provide boarding accommodation, classrooms, office spaces and facilities including playing fields, tennis courts and indoor sports halls and swimming pools.

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

Both centres offer a course of 24 hours per week, 12 hours of morning and 12 hours of afternoon classes. Morning classes focus on general English, while afternoon classes are focused on communication and skills.

Management profile

The CEO has oversight of all operations, but delegates most of this to the deputy CEO. They manage all aspects of the administrative, recruitment and admissions part of the operation and the centre managers. This year the deputy CEO took on the role of centre manager at QW. Each centre manager has overall responsibility for the day-to-day running of the centre, supported by a DoS who manages the academic programme.

Accommodation profile

At both sites, residential accommodation is in student houses within the grounds of the host school. At QW students are accommodated in twin or quad rooms. At DH students are accommodated in single or twin rooms. Boys and girls are strictly segregated. Each house has bathroom and shower facilities, at least one common room and a small kitchen. Each house is in the charge of a resident houseparent.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. The structure of the organisation is clear, and communication is good. Staff management, development and induction are all effective. Overall, student administration is carried out very well with good customer service. Publicity is accurate and gives rise to realistic expectations.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable, well-resourced, professional environment for work and relaxation. The range and quality of learning and teaching resources is appropriate to meet the needs of the students.

Teaching and learning

Overall, the provision meets the section standard. Course design and learner management are effective. The combined academic staff team does not have qualifications appropriate to the context. However, teachers receive good support, and overall the courses are managed to provide good outcomes to students. The teaching observed met the requirements of the Scheme. There is a need for improvement in *academic staff profile*.

Welfare and student services

The provision meets the section standard overall. The residential accommodation provided is very suitable and appropriate systems are managed effectively. Students are given access to a very wide range of leisure activities and excursions. The supervision of leisure activities is effective. The needs of students for security, safety, and information are met. There are weaknesses in risk assessments and security procedures.

Safeguarding under 18s

The provision meets the section standard overall. Relevant training is provided to staff and group leaders. Students are suitably supervised during lessons and accommodation for under 18s is well managed. There are weaknesses in safeguarding training and safer recruitment procedures.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a clear statement describing the organisation's strategic mission and vision, which is effectively made known to staff. Objectives for the organisation are appropriate and are discussed and recorded at management and executive levels. The structure of the operation is clear, documented and well understood by all staff. Communication is effective and appropriate through formal minuted meetings and emails, and more informal and frequent meetings and conversations. The provider collects feedback from students and staff periodically and takes action accordingly, ensuring that records are kept up to date. A detailed self-evaluation document is in place and up to date.

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.

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 comprehensive and made known to staff through induction, handbooks and contracts of employment. Basic job descriptions are in place for all members of staff, and are reviewed on an annual basis, although they would benefit from being expanded somewhat. Recruitment procedures are in place, although at the time of inspection, qualifications had not been verified or signed. Induction procedures are thorough and effective for all staff. Basic appraisal procedures are in place and staff are engaged with a satisfactory level of continuing professional development.

Student administration

Met

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Met

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Met

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Not 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

The support and courtesy from administrative staff including pre-arrival information and advice is very effective, and is backed up by highly appropriate IT systems. Enrolments, cancellations and refunds are carried out fairly with customer service in mind. The school has good systems in place to record student information. However, there are not clear procedures for situations where agents or group leaders hold student contact details (M18). Absence and lateness are effectively recorded and followed up. A student code of conduct clearly states the conditions and procedures under which a student may be asked to leave the course. An appropriate complaints procedure is in place.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The primary medium for publicity is three printed brochures, one of which is group wide, the other two are centre specific. In addition there is a website, which reflects the same information.

Publicity is attractive and gives rise to realistic expectations. Information is presented in clear, accurate English. Course information is comprehensive and easy to find. All costs are clearly stated and there is sufficient information given in regard to the care of students. The description of accommodation is clear, detailed and accurate, as are descriptions of staff and their qualifications. Claims to accreditation are in line with Scheme requirements.

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

The premises are in an excellent state of repair and decoration. The schools are clean and provide a comfortable environment for learning, living and relaxing. Classrooms are spacious, light and airy, and the common rooms and outdoor areas provide students with some outstanding spaces for relaxation. Drinking water is available to students. In general there is good signage around the schools, although welcome signage on both sites is not sufficient for visitors or new students to know where they should report to upon arrival. Space for staff to work, meet and relax is sufficient.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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	
There is a good range of learning resources for both students and teachers. In addition, teachers and students have access to appropriate educational technology and prompt responsive technical support ensures that it is reliable. The school does not provide self-access materials for students. There are effective systems in place for the review and development of resources.	

Teaching and learning

Academic staff profile	Need for improvement
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.	Not 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.	Not met

Comments	
All members of the team have a Level 6 qualification. While the teaching team have a range of teaching qualifications, the majority do not hold the appropriate ELT qualifications or relevant QTS. A rationale was submitted for the teaching team's qualifications but was not accepted on the grounds that the proportion of teachers without qualifications that meet Scheme requirements (five out of seven) was too high. The teaching team has a range of knowledge, experience and skills which is matched to the school and the students. One of the two academic managers is not TEFLI and does not have a recognised TEFLQ qualification. A rationale was presented but was not accepted on the grounds that they did not have additional support from a suitably qualified colleague, and they did not have a recognised TEFLI qualification.	

Academic management	Need for improvement
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.	Not met

Comments	
Teachers are matched appropriately to courses and the deployment and timetabling of students, teachers and courses is well organised and planned. The school has good arrangements in place to provide cover for absent teachers. Courses are designed taking continuous enrolment into account, and each week of classes is a discrete unit. Effective academic support is available from the academic manager. All teachers had been observed by their DoS, but one of the DoSs is not TEFLQ.	

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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.	Not 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 has a clear rationale and structure and is focused on the needs of students. However it is not clearly described to teachers in writing. Course design is reviewed regularly, with a full review at the end of each summer period. There are no written course outlines made available to students, meaning that students are not familiar with their course framework and content. Teachers are encouraged to make their classes creative and take them out of the classroom when possible. Study skills and learning strategies are integrated into all courses.

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

Comments

The placement of students is well managed and there are procedures in place appropriate to student age and level. Assessment is integrated into courses both on an ongoing basis and at the end of each week/unit. Students do not require advice regarding examinations of UK mainstream education. All students receive an accurate, valid academic report at the end of their course.

Classroom observation record

Number of teachers seen	7
Number of observations	8
Parts of programme(s) observed	General English

Comments

At QW one teacher was observed by each inspector. AT DH all six teachers were observed once.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not 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 Spoken and written language was modelled accurately. Examples and explanations were relevant and clear, and included the highlighting of register.	
T24 The majority of lesson plans did not include student profiles and learners' motivations or needs. Profiles were not sufficiently taken into account in planning and activities.	
T25 Outcomes were usually stated as teaching aims, and in the majority of classes they were not shared with students. The link between activities and aims was not always clear.	
T26 In the majority of classes, there was evidence of some good techniques, including elicitation, a variety of questioning techniques and the nomination of students.	
T27 Instructions were clear. Materials were used creatively and supported learning rather than dominating it. There was effective grouping and movement of students in the classroom and good use of games and competition to engage students. Audio-visual aids were used effectively.	
T28 While praise was used frequently, and students were sometimes corrected, there were some missed opportunities for constructive feedback for individual students or the whole group.	
T29 In stronger segments, teachers used short tasks and ensured that they checked students' understanding before moving to the next stage of the lesson. Some lessons and plans included review and recap activities.	
T30 In all classes, there was a warm, friendly, lively learning environment. However, in a minority of classes, despite the good atmosphere, teacher talking was high and students' contributions were not high enough.	

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. Lessons were not consistently planned with learners' needs in mind, and learning outcomes were not stated clearly nor shared appropriately. The techniques used were appropriate to the profile and age range of the students, and classroom resources were managed well. The evaluation of learning was effective, as was feedback to learners in the majority of classes. Overall, teachers created an atmosphere conducive to learning.

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.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
Appropriate risk assessments are in place to ensure the safety of students. However, the school has not carried out its own risk assessment of the premises. A comprehensive emergency plan was not in place. There was evidence of a high standard of pastoral care and students in the focus groups were very satisfied with the care and support they receive from all staff. Students receive a 24-hour emergency contact number in writing in multiple documents. Clear and practical information about travel and relevant aspects of life in the UK are made known to students. There is adequate access to health care provision as needed.	

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

The school has appropriate systems in place and provides excellent residential accommodation for its students. All accommodation is inspected by school staff annually. Relevant information about their accommodation is sent to students in advance. There are very effective procedures for identifying problems with accommodation via feedback questionnaires and daily meetings with the residential counsellors. Students praised the high quality and variety of the meals provided.

<i>Accommodation: homestay only</i>	
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.

<i>Accommodation: other</i>	
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.	Met

Comments

The academic excursions, led by teachers and linked to the teaching programme, enhance students' experience of studying in the UK. The leisure programme is varied, well organised and very well resourced. The wide range of on-

site activities is entirely appropriate for the needs and interests of junior students. Residential counsellors and group leaders accompany students on all excursions. There are comprehensive risk assessments in place for all activities and excursions.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not 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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

There were six students aged under 18 studying at QW and 51 at DH at the time of the inspection. One student at DH was staying with a family member. Overall, 23 students were accompanied by group leaders.

The school has a comprehensive safeguarding policy. The centre managers at both sites have specialist training. However, there are no cover arrangements in place for this role. Contact details are given for designated staff. Parents or guardians complete a parental consent form which refers them to the school's rules and conditions. There are satisfactory recruitment procedures in place. However, there were no police checks in place for two group leaders at DH (S4). Arrangements for the supervision of students on site are very satisfactory. There are generally suitable arrangements for the supervision and safety of students outside the scheduled programme. The contact arrangements and agreements between the school, parents and agents are satisfactory.

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

Inspection history	Dates/details
First inspection	July 1999
Last full inspection	July 2017
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	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	Junior summer school teaching French in Valbonne, France

Private sector

Date of foundation	1995
Ownership	Name of company: LINES Languages Limited Company number: 03106337
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Leigh Croft, Bridge Road, Leigh Woods, Bristol BS8 3PE
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Downe House School – Hermitage Road, Cold Ash, Thatcham, Berkshire RG18 9JJ
2. Name of centre	Queenswood School – Shepherds Way, Brookmans Park, Hatfield, Hertfordshire AL9 6NS
3. Name of centre	N/a
4. Name of centre	N/a
5. Name of centre	N/a

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over	0	0			
17 years and under	51	6			
Overall total	51	6			
U18 programmes:	10	10			

advertised minimum age(s)					
U18 programmes: advertised maximum age(s)	17	17	N/a	N/a	N/a
Predominant nationalities	Spanish, Italian, French, Israeli.				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	7	1			
Total number of activity managers and staff	6	1			
Total number of management (non-academic) and administrative staff	2	1			
Total number of support staff	2	1			

Academic manager qualifications profile at centres visited

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

Comments

A rationale was submitted for the academic manager without TEFLQ, but was not accepted.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0	N/a	N/a	N/a
TEFLI qualification	0	0	N/a	N/a	N/a
Holding specialist qualifications only (specify)	0	0	N/a	N/a	N/a
YL initiated	0	0	N/a	N/a	N/a
Qualified teacher status only (QTS)	2	0	N/a	N/a	N/a
Teachers without appropriate ELT/TESOL qualifications	4	(1)	N/a	N/a	N/a
Total	6	(1)	N/a	N/a	N/a

Comments

A rationale was submitted for the members of the teaching team without TEFLI, but was not accepted. The academic manager at QW was teaching a full timetable, 24 hours, during the week of the inspection.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited										
Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	0				0	0			
Private home	0	0				0	0			

Home tuition	0	0				0	0			
Residential	0	0				50	6			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	0	0				1	0			
Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
Overall totals	0	0				51	6			

Centres	1	2	3	4	5
Overall total adults + under 18s	51	6			

Points to be addressed

Points which must be addressed within three months

Management

M18 There are not clear procedures for situations where agents or group leaders hold student contact details.

Welfare and student services

W1 The school has not carried out its own risk assessment of the premises.

W2 A comprehensive emergency plan is not in place.

Safeguarding under 18s

S1 There were no cover arrangements in place for the named members of staff.

S4 There were no police checks in place for two group leaders at DH.

Points which must be addressed within 12 months

Management

M10 Qualifications had not been verified or signed.

Teaching and learning

T2 The teaching team does not have appropriate ELT qualifications.

T4 One of the DoSs does not hold a suitable TEFLI or TEFLQ qualification.

T10 One of the DoSs observing is not TEFLQ.

T11 Course design is not clearly described to teachers in writing.

T13 There are no written course outlines made available to students.

T24 The majority of lesson plans did not include student profiles and learners' motivations or needs, and profiles were not sufficiently taken into account.

T25 Outcomes were usually stated as teaching aims, and in the majority of classes were not shared with students. The link between activities and aims was not always clear.

Premises and resources

P5 Welcome signage on both sites is not sufficient for visitors or new students to know where they should report to upon arrival.

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 5 April 2023. 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.
