



INSPECTION SUMMARY

SUL LANGUAGE SCHOOLS

Report Section A



Organisation Profile

Title Details

Organisation Title	SUL Language Schools
Owner / Parent Company	SUL Language Schools
Principal / Chief Executive	Christopher Retallack
Company Reference number	1474436
HTS Reference number	n/a
Date provider established	1980

Contact Details

Web	www.sul-schools.com
Email	marketing@sul-schools.com
Telephone / Fax	01726 814227
Registered Office Address	31 Southpark Road, Tywardreath, Par, Cornwall PL24 2PU

Accreditation Details

Date first accredited	2009
Date of current accreditation visit	05-08 & 11 August 2014
Date of current report publication	8 September 2014
Next Inspection	July 2018
Inspector	Sue Harris, Mark Hitchcock
Moderator	Valerie Ainscough

Provision Type (in year of inspection)

Type of provision	<input type="checkbox"/> Single centre	<input type="checkbox"/> Year round	<input checked="" type="checkbox"/> Under 18
	<input checked="" type="checkbox"/> Multi centre	<input checked="" type="checkbox"/> Seasonal	<input checked="" type="checkbox"/> Over 18
	<input checked="" type="checkbox"/> Home tuition		

Number of teachers	50 teaching 10 hours or less per week
	150 teaching 11 – 20 hours per week
	0 teaching more than 20 hours per week

Number of support staff	10
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Types of accommodation provided	<input checked="" type="checkbox"/> Residential	<input type="checkbox"/> Student house	<input type="checkbox"/> None offered
	<input checked="" type="checkbox"/> Homestay	<input type="checkbox"/> Hotel or similar	

Locations assessed under this inspection	Residential and Homestay centres throughout the UK
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SUL: Report Summary 2014

SUL is a mature organisation with long experience of running junior courses. It is committed to providing high quality programmes and this is reflected in the Points of Exceptional Quality or Innovation identified in this report. The organisation has an energetic and dedicated Head Office team and staff at centre level feel well-supported.

Management and administration are sound and the organisation makes innovative use of its IT systems to ensure that its main effort is on building good relationships with clients and seasonal staff, many of whom return each year.

Academic management from the Head Office is very good. The organisation has successfully maintained a consistent standard of operation across its centres and the various programmes it offers, by operating a comprehensive system of lesson observation with constructive feedback linked to continuing professional development.

The organisation demonstrates its commitment to the welfare of Juniors through its staff training, safeguarding policies and the procedures observed at centre level. Its safeguarding policy and procedures are a strength of its operation.

Points of Exceptional Quality or Innovation

PEQI

Criteria	Details from Report
2.5(4)	French activity leaders hold a French qualification called BAFA (Brevet d’Aptitude aux Fonctionnes d’Animateurs) which is a legal requirement in France for those working with children. This provides activity staff with a good knowledge of child protection and welfare issues and is recognised as a strength of the organisation.
3.4(7)	SUL requires staff to provide two referees with their initial application. References are taken up and held on the database. A further reference for returning teachers is taken up each year and this is commended as very good practice.
3.6(14)	Detailed complaints and safeguarding logs are maintained with follow up actions recorded. Examination of these logs illustrates the care which the organisation takes to ensure the satisfaction and well-being of students and its awareness of safeguarding issues. This attention to detail is commended.
7.2(2) 7.3(2)	The Welfare Officer demonstrates a very good understanding of her role and sensitivity to safeguarding issues and has completed child protection training to level three.
7.2(5)	A number of information booklets for students and host families have been produced in-house and are commended for their content and presentation.
7.3(4)	SUL’s Welfare and Safeguarding policy is a comprehensive document which provides clear guidance and is distributed to all staff. Induction meetings include a “safeguarding and welfare quiz” to check staff’s understanding of their responsibilities. The policy and its dissemination represent very good practice.

The details below are designed to inform the reader with regard to criteria and specific areas addressed at all inspections (shown in italic script). Full details of the core documentary evidence that is required by the inspectors can be found in the Inspection Handbook on www.ablsaccreditation.co.uk.

It should be noted that in order for accreditation to be awarded the criteria in *all sections* must be met.

1. Legal requirements

The organisation must demonstrate that it is meeting all statutory and legal requirements connected with the operation of its business including:

- *Health and Safety*
- *Planning consent*
- *Security of tenure*
- *Child protection*
- *UKBA regulations*
- *Employment law*
- *Copyright regulations*
- *Insurance*
- *HMRC obligations*

Requirements of the ABLS standard met

2. Premises

The premises must provide a safe, clean and comfortable learning environment for the students. They must be fit for the purpose and must be honestly represented in marketing material. All areas used by staff and students must be fit for purpose and accessible (e.g. heating, lighting, ventilation, décor, size).

Where appropriate, spaces should be provided for students' relaxation. Food preparation areas should be hygienic.

Adequate clean toilet facilities must be provided with hand-washing facilities and arrangements for sanitary waste disposal.

The size of the teaching rooms must reflect the size and type of group taught in them. They should be reasonably soundproof and provide a satisfactory learning environment. The furniture should be adequate and suited to the purpose it serves. All social programme activity must be operated in line with statutory requirements and best practice. In all advertising, the organisation must promote itself in an accurate manner.

Requirements of the ABLS standard met

3. Management and administration

The organisation must be managed effectively and appropriately for the type of business being conducted with due concern being paid to the rights of its staff and students and the requirements of outside agencies.

It is expected that the management team will have qualifications and experience appropriate to their function.

Staff contracts must specify terms and conditions of employment including pay, holiday and pension entitlements, sickness arrangements, hours of work, and disciplinary and grievance procedures.

Senior managers should ensure that staff and students are aware of the organisation's Equality and Diversity Policy. Records should be kept to show that the policy has been brought to the attention of those concerned e.g. the date on which the document was issued, in which format and that the staff/student member has read it. It may, for example, form part of a code of conduct or a job description.

ABLS does not determine the content of such policies. However, it is expected that managers are familiar with UK law relating to such areas and that such policies demonstrate sensitivity to such matters.

Where possible the organisation should demonstrate commitment within their practices/provisions e.g. the provision of ramps for disabled access (where building regulations/conditions allow) or employment practices that show commitment to equal treatment of all groups – aspects which will be readily accessible at inspection.

Employers must not discriminate against an actual or potential employee on the grounds of gender, sexual identity, marital status, disability, age, race, religious belief or trade union membership.

Requirements of the ABLs standard exceeded

4. Academic management

The organisation must provide its students with real learning opportunities and have systems in place for monitoring students' learning and progress and quality assuring the performance of its teachers.

ABLS expects that students will be made aware of the qualifications and experience of teaching staff. Teaching staff should hold an ELT certificate resulting from a course of at least one hundred contact hours and a minimum of six hours' observed teaching practice. All qualifications must be validated by a university or internationally-recognised examination board.

The academic manager is expected to have at least a Diploma in ELT/TESOL (level 7 NQF).

Requirements of the ABLs standard met

5.

Lessons must be planned and delivered in such a way as to provide each individual student with the chance to learn in a meaningful and enjoyable way.

Requirements of the ABLS standard met

6. Academic Resources

The organisation must provide resources of a type, quality and quantity fit for purpose. The organisation should be clear in publicity material about who is responsible for providing any course textbooks and what happens to the books at the end of the course.

Teachers should have access to a wide variety of teaching aids and a list of all teaching/learning resources held by the provider should be made available.

Audiotapes, videos and DVDs are valuable teaching resources that should be readily available to teachers. A minimum of one audio device per teaching area is expected.

There should be a clear policy regarding the availability of reference books and dictionaries.

The organisation must provide resources of a type, quality and quantity fit for purpose.

The organisation should be clear in publicity material about who is responsible for providing any course textbooks and what happens to the books at the end of the course.

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Requirements of the ABLS standard met

7. Student welfare

The organisation needs to show that it understands and makes provision for the special needs of students who are studying away from home in a foreign country. The organisation must show awareness of its responsibilities in terms of caring for its students by providing access to any relevant advice and help connected to the needs and particular circumstances of its students.

The qualifications, experience and DBS status of the person(s) named as responsible for welfare, accommodation and social programmes should match their duties. There should be a clear job description.

Students should be aware of who is responsible for welfare and what they have to do in an emergency.

A detailed register of home-stay accommodation must be kept. A policy and system of implementation for selection and inspection of homestay accommodation must be in place which takes into account student concerns and welfare as the first priority.

All those who have close contact with students under 18 or vulnerable adults should comply with current legislative requirements. It is expected that individual student preferences are taken into account in allocating accommodation.

There must be a clear home-stay host's agreement that lays out the duties and responsibilities of the organisation and the host. Students should be given guidelines for behaviour where appropriate. Home-stay hosts should ensure that they have valid insurance cover.

Requirements of the ABLS standard met