



INSPECTION SUMMARY

ABC LANGUAGES

Report Section A



Organisation Profile

Title Details

Organisation Title	ABC Languages Ltd
Owner / Parent Company	Lesley Whittaker & Ben Whittaker
Principal / Chief Executive	Lesley Whittaker & Ben Whittaker
Company Reference number	5797164
HTS Reference number	N/A
Date provider established	1986

Contact Details

Web	www.abclanguages.com
Email	office@abclanguages.com
Telephone / Fax	01223 302121 / 01223 477553
Registered Office Address	Melton House Group, Melton House, 1 Townsend, Soham, CB7 5DB

Accreditation Details

Date first accredited	2004
Date of current accreditation visit	28 May 2014
Date of current report publication	12 September 2014
Next Inspection	July 2018
Inspector	Sue Harris, Paul Hullock
Moderator	Nigel McEwen

Provision Type (in year of inspection)

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

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

Number of support staff	4
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Types of accommodation provided	Residential	<input type="checkbox"/> Student house	<input type="checkbox"/> None offered
	<input checked="" type="checkbox"/> Homestay	Hotel or similar	

Locations assessed under this inspection	Cambridge
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ABC LANGUAGES LTD: Report Summary 2014

ABC languages Ltd continues to build on its commitment to provide a professional, high quality service and a distinctive offering in a location with strong competition among a large number of language schools. Its administrative systems and use of IT support and reflect the quality of its customer care and attention to detail. Facilities and academic standards are good and the school is able to offer flexible hours and courses to students and group clients. Provision for students with physical disabilities is particularly good. The school's junior welfare provision is a strength and is underpinned by a commitment to good staff training and development.

Gold Level Travel-Safe 2014-2015 has been awarded.

No significant weaknesses were identified in the inspection.

Points of Exceptional Quality or Innovation

PEQI

Criteria	Details from Report
1.2(6) and (7)	The school's first aid provision exceeds the ABLs standard with four out of eight members of permanent staff holding a first aid qualification. Notices are displayed around the school which include photographs of designated first aiders and a first aid box is kept at reception. An ABC qualified first aider is on site at the hired premises used for GSH groups and these premises' own staff include qualified first aiders (PEQI1).
1.2(11)	Facilities for students with special needs are particularly good. There is a disabled toilet plus suitable classroom and social space all located on the ground floor. A portable induction loop is available for hearing-impaired students and the school is sensitive to the need for large print materials for visually-impaired students (PEQI2).
3.6(6)	Enrolment forms contain all required information. The school is particularly thorough in obtaining parental permissions concerning what unaccompanied 16 and 17 year old students on the ISS are allowed to do in their free time and curfew times (provided these do not exceed ABC's own limits) (PEQI3).
3.6(13)	All students answer an initial satisfaction check when they arrive to ensure that they are happy with their host family and that there are no immediate problems with their course. They then complete feedback questionnaires at the end of their first week and at the end of their course. There are separate questionnaires for academic matters and host families. Host families' satisfaction scores are entered on the host family database so that any patterns of dissatisfaction can easily be identified and acted upon. Feedback is discussed at the weekly staff meeting. The school is commended for the care it takes in gathering, analysing and responding to students' feedback (PEQI4).
7.2(5)	Students receive an excellent e-welcome pack which includes personalised details of their transfer, homestay accommodation, tourist information, advice and useful phrases to help them settle into their host family and links to other websites. (PEQI5).

7.3(2)	Heidi White is the strategic lead for child protection and one of two CPOs in the school. She has completed child protection level 3 training, which exceeds the ABLS requirement (PEQ16).
7.4(18)	<p>Communication between the school and hosts is good and clear guidelines have been produced to ensure that hosts understand their responsibilities and the school's expectations. These include the ABLS complaints procedure.</p> <p>Signed parental permission is obtained before GSH students under and over 18 are accommodated together.</p> <p>The school's host family feedback form includes a question about the adults in the family and this is a creative way of monitoring the presence of adult occupants, provided information is followed up. Heidi White has completed local Social Services training regarding private fostering. The school is commended for recommending home insurance specifically designed for host families and home tutors to its homestay providers (PEQ17).</p>

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.

<p>1. Legal requirements</p> <p><i>The organisation must demonstrate that it is meeting all statutory and legal requirements connected with the operation of its business including:</i></p> <ul style="list-style-type: none"> ▪ <i>Health and Safety</i> ▪ <i>Planning consent</i> ▪ <i>Security of tenure</i> ▪ <i>Child protection</i> ▪ <i>UKBA regulations</i> ▪ <i>Employment law</i> ▪ <i>Copyright regulations</i> ▪ <i>Insurance</i> ▪ <i>HMRC obligations</i>
<p>Requirements of the ABLS standard exceeded</p>

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 ABL standard met

5. Classroom management

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 ABL 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 ABL 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