

Organisation name	Exeter Academy
Inspection date	5–6 November 2019

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.	N/a

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

Summary statement
<p>The British Council inspected and accredited Exeter Academy in November 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+).</p> <p>Strengths were noted in the areas of student administration, premises and facilities, academic management, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Exeter Academy is a privately owned school teaching general English year round to adults aged 18 and over. Its characteristics include a relatively high average age of about 30 among the students, and a staff that includes a number of members who have worked at the school for some years. A large proportion of students come to the school through word of mouth and a significant number return for a second course. Groups are not usually accepted and there is a good mix of nationalities. A 'multi-level' system operates by which students are placed in different classes to match their skills in different language areas. Homestays are usually within walking distance and most social programme events and trips are free of charge.

This inspection lasted one and a half days. The two inspectors looked at a range of documents and had meetings with the principal/academic and marketing manager (the principal), the head of administration/welfare and accommodation officer, the student administrator, the health and safety and premises manager, and two senior teachers with special responsibilities for resources and administration of examinations. They also had meetings with the teachers and a group of students. They observed segments of all the teachers' lessons and one inspector visited three homestays.

Address of main site/head office

64 Sylvan Road, Exeter, Devon EX4 6HA

Description of sites visited

The school occupies a three-storey Victorian house in a quiet residential area of Exeter above the city centre. The house and garden have view over the city to the coast and sea beyond. There are eight classrooms spread over the three floors, with two small one-to-one rooms opening onto the eighth classroom on the top floor. The teachers' room is on the first floor. On the ground floor are the principal's office, a large reception, a photocopying and preparation room and student areas including a café and table-football room. The café opens onto a decked terrace and a lawn. There is a rear patio and smoking area.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" 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 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 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

The great majority of students follow general English courses of 21 hours a week with the option to include extra examination preparation. The minimum age of 18 is maintained throughout the year. A few students take one-to-one lessons, usually as a top-up to their general English classes.

Management profile

The management team consists of the principal/academic and marketing manager (principal), the head of administration/welfare and accommodation officer, and the student administrator. The owner, who founded the school, continues to have oversight of the school.

Accommodation profile

The school offers three classes of homestay accommodation: standard, standard plus and executive. Standard plus accommodation offers more than one bathroom, and executive homestays provide private facilities. At the time of the inspection 14 students were living in homestays. Publicity states that most accommodation is within walking distance of the school. All accommodation provides full board and includes a packed lunch on school and excursion days. The school recruits and manages all homestay providers without the use of an agency. One inspector visited

three standard homestays.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. There are good systems in place to ensure that the management of the provision operates to the benefit of the students and in accordance with the provider's stated goals, values, and publicity. *Student administration* is an area of strength.

Premises and resources

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

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which is well suited to the context. Teachers receive helpful guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit for students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' needs for security on the school premises, pastoral care, accommodation, information, and leisure opportunities are all met. However, there is as yet no comprehensive plan to respond to a critical incident, and attention is needed in both the formulation and communication of the policy on abusive behaviour. *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	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.	Strength
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

M4 Communication channels are very effective, at both formal and informal levels. There is a range of appropriate meetings, which are documented, and staff and students felt they were well informed and their views taken into account. Homestay hosts receive an annual newsletter and are invited to a social event at Christmas.

M5 Students are provided with opportunities for evaluating the school's services during their course, in an initial questionnaire and an extensive end-of course questionnaire. Long-stay students give interim feedback after four weeks. Return rates for questionnaires are very high and feedback is collated, and action taken and recorded. There was evidence that services had been improved as a result of student feedback.

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.	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.	Strength
Comments	
M13 Professional development is taken very seriously by the school and is much appreciated by staff. In the last year there had been customer service and homestay training for members of the administrative team, teachers attended paid monthly continual professional development (CPD) sessions and were encouraged to attend local training events, and finance support was provided for a teacher to upgrade a TEFL qualification to diploma level.	
Student administration	Area of strength
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.	Strength
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.	Strength
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	
M14 Student feedback is very positive about the helpfulness and approachability of staff. This was confirmed by the comments of students in the focus group meeting. Administration is very well organised, and staff are easily able to retrieve specific information on a student.	
M16 The enrolment process is handled efficiently and fairly. There is a flexible payment plan and a student-friendly procedure for refunds.	
M19 The policy on attendance and punctuality is clear, and students are required to sign they have read and understood it. There was evidence of systematic follow-up action when required. Records are kept of any issues that might affect attendance, such as medical conditions.	
Publicity	Met
M22 All publicity and information are 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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Met

M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
<p>Publicity consists of a brochure, a website and social media. There is a facility to translate the brochure online.</p> <p>M24 Overall the information on courses is clear and accurate. However, information about learning objectives for the different levels of general English classes is minimal.</p> <p>M28 Teachers are described as qualified. However, one teacher did not have a qualification that met Scheme requirements.</p>	

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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.	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

P1 The school's buildings are in a very good state of repair, decoration and cleanliness and create a professional atmosphere in an attractive location. There is ample space for students outside class times, both in the school building and in the garden area.

P2 Classrooms are light and spacious, and furnished flexibly with tables and chairs and good-size whiteboards so that students can see, hear and write in comfort.

P3 There is a comfortable student room and an adjoining cafeteria, kitchenette and table-football room. Mug hooks in the kitchenette show each student's name and students can take their mugs home at the end of their course. Snacks and hot and cold drinks are available and during the week homestay hosts provide a packed lunch. Outside there is a decked terrace and garden with tables and benches.

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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this area are fully met.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 One teacher did not have a Level 6 qualification. The rationale for employment was accepted within the context of this inspection because of the teacher's involvement in a range of relevant post-school educational activities.

T2 One teacher's qualifications did not meet the requirements of the Scheme. A rationale was provided for the teacher's employment and was accepted within the context of this inspection because of their range of relevant teaching experience, including overseas.

T4 The principal, who is also the academic manager, is appropriately qualified and has significant experience as an academic manager. He is supported by two TEFLQ senior teachers who are permanent full-time members of staff who have worked at the school for many years.

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

Comments

T6 Timetabling is flexible and effective. Teachers are deployed according to the school's multi-level system, which enables students to be placed at different levels for different skills, according to their abilities in each skill. Timetabling also takes into account the needs of students requiring single-sex classes. The larger classrooms can easily accommodate the advertised maximum class size of 12 students.

T8 Continuous enrolment is well managed. The policy of having a school-wide weekly topic helps to create continuity, particularly given the school's multi-level system, and each week's work retains a stand-alone element.

T9 Teachers spoke positively about the day-to-day guidance and support they received. Senior teachers provide extra support where needed and the teaching team as a whole takes a collaborative approach. Paid peer observation is encouraged.

T10 There are very effective arrangements for the observation and monitoring of teachers. Teachers are observed twice a year by the senior teachers and link their observations to their development programme and appraisal. There is a peer observation programme which the senior teachers also plan to link to development sessions. Drop-in observations pick up on areas of weaknesses noted.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

All criteria in this area are fully met.

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

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	5 morning grammar classes and 1 afternoon skills class

Comments

None.

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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
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.	Strength

Comments

T23 Knowledge of the grammatical systems was good, and teachers provided mainly clear spoken models of English. However, in most lessons observed too little attention was paid to the pronunciation of language models, in particular word and sentence stress.

T24 Individual learner profiles were detailed and insightful. Lesson content had been agreed with students and was appropriate for overall course objectives. Teachers were sensitive to the students' pace of learning.

T25 Clear learning outcomes were expressed in lesson plans, and some teachers made reference to the weekly plan in lessons. Both grammar and skills lessons were staged well and the sequence of activities was coherent leading to relevant outcomes. Skills classes were constructed around a school-wide weekly theme.

T26 A variety of appropriate teaching and learning techniques was used to meet course objectives and promote student engagement. In the best lessons there was purposeful eliciting and good scaffolding. However, in some whole-class activities there was too much teacher presentation and too little student practice and student interaction. Weaknesses were noted in the teaching of vocabulary with teachers over reliant on asking for definitions which students were unable to answer. Pair work was productive and monitoring was effective in most classes.

T27 Lessons were mainly static but classroom management was good, and whiteboard support was clear and

helpful overall. However, too little attention was paid to the systematic storage of photocopies in the ring binders provided.

T28 Teachers regularly praised students' successful contributions and good encouragement was noted generally. However, in whole-class activities the range of correction techniques was limited and there was insufficient feedback on inaccuracies and a lack of exploitation of student mistakes as a source of teaching and learning. Feedback given during small group work was very helpful.

T29 In most lessons activities were used to evaluate whether learning was taking place and many teachers referred back to previous lessons to check whether students could remember what was taught.

T30 Teachers had an authoritative and friendly classroom presence and there was a positive working atmosphere in all lesson segments observed. Instructions were clear, the nomination of individual students was good, and students were fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being good. Teachers modelled the language effectively overall and demonstrated a good understanding of language systems. Content was suitable, lessons were coherent, teaching techniques mainly appropriate, and in the main resources were used competently. Corrective feedback to students was good in small group work but less effective in whole-class work. There were opportunities to evaluate learning in most lesson segments observed. Teachers' instructions were clear and students were fully engaged. There was a positive learning atmosphere 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.	Not 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.	Strength
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 Detailed risk assessments and health and safety plans were noted. Safety and security form an important part of students' induction, and regular fire drills take place. A member of staff has the specific responsibility to ensure the security of students on the premises.

W2 There is no comprehensive critical incident plan, although students are given a short document about how to behave in an emergency, but this needs to be further developed. No evidence was seen to suggest that either staff or students had been informed of what to do in a major emergency off site.

W3 The small size and family atmosphere of the school mean that students receive a great deal of individual attention. Staff are sensitive to cultural differences and take great pains to integrate students into the school and the community. Students were very positive about the care they receive and were fully aware of the different kinds of assistance they can receive and the best person to speak to.

W4 There is an abusive behaviour policy on the website although it is different from the document shown to the inspectors. In addition, the policy does not contain information regarding harassment or extremist radicalisation. Although it was mentioned as being part of the students' general induction, there was a lack of clarity on how students are made aware of the policy and the status and function of the documents seen.

W6 As well as receiving personalised information about the best way of travelling to Exeter, including related costs, all homestay providers meet and welcome students at their arrival point in the town.

Accommodation (W9–W22 as applicable)

Area of strength

All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
<p>W9 All Scheme requirements are specified in the school's homestay terms and conditions and were present to a good standard in the three homes visited. All hosts were friendly and welcoming and knew their students well. The comments in feedback forms indicate a very good level of satisfaction with the homestay accommodation provided.</p> <p>W11 All required documentation linked to safety and suitability was in place, with evidence of visits taking place more frequently than every two years. Accommodation staff visiting homestays have usually been hosts themselves. Student feedback is readily available, and provides important background information on subsequent checks and visits.</p> <p>W13 There are very detailed initial and post-course feedback questionnaires with evidence that any issues are dealt with promptly and efficiently. Because of the size of the school, regular informal checks on accommodation take place on an ongoing basis. Students reported that any problems they had were dealt with very effectively.</p> <p>W14 Accommodation providers receive all required information and regulations concerning the hosting of foreign students. This is supplemented with an annual requirement to complete an availability form. As well as re-confirming their acceptance and understanding of all terms and conditions, homestay hosts report any changes in the permanent house residents and the accommodation provision.</p>	
Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	
Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
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.	Strength

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 Leaflets and other information on places of interest are displayed in the student common room and also contained in special student folders. The website gives suggestions for places to visit in Exeter, and posters throughout the school recommend what to see and do locally. The school's own free social programme is well publicised through posters. Assistance with booking events is available and students are encouraged to join clubs and societies in the local community.

W25 A teacher organises the leisure programme and leads most of the activities and excursions. She has considerable experience and is very aware of the students' different needs and interests. Students are routinely consulted about their preferences for leisure activities.

W26 Event specific and comprehensive risk assessments are undertaken for all activities and the organiser, who leads the majority of excursions and activities, has first aid training. General risks and ways of minimising any potential dangers are shared with students prior to the event.

W27 The member of staff organising and supervising the leisure activities is a trained primary school teacher with considerable experience in the organisation of leisure and sports activities.

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	1987
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1978
Ownership	Name of company: Exeter Academy Ltd. Company number: 4616045
Other accreditation/inspection	N/a

Premises profile

Report expires 31 March 2024

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	32	55
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	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	33	55
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	25–55	25–55
Adult programmes: typical length of stay	2–36 weeks	2–36 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Korean, Japanese	Saudi Arabian, Korean, Japanese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3

Comments

One academic manager (senior teacher) was teaching seven and a half hours; the other was teaching six hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	4

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	14	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	19	0
Overall totals adults/under 18s	33	0
Overall total adults + under 18s	33	