

Organisation name	Peartree Languages, Cardiff
Inspection date	24–25 October 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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 have been addressed. The required evidence was subsequently submitted; a supplementary inspection should take place next summer to assess the junior summer school provision and the new premises.

Summary statement
The British Council inspected and accredited Peartree Languages, Cardiff in October 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). This private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under-18s, and vacation courses for under-18s. The inspection report stated that the organisation met the standards of the Scheme.

Introduction

Peartree Languages is owned and run by the centre manager. It opened in 2005 and grew out of the centre manager's experience in community education. It followed the tradition of offering both full and part-time provision in EFL and modern foreign languages which fits with the lifestyles of its adult students, most of whom work and live locally. As the EFL business grew an increasing number of students were recruited from overseas as a result of developing marketing strategies and the employment of agents.

Year round, adult students can enrol on courses for three to 26 hours per week, starting any day. Students mostly follow general English courses and some follow IELTS or exam preparation courses for other international exams. The school also offers junior vacation courses for 12–17 year-olds during the summer, and 'mini-stay' and group packages for groups of six or more in September, October, March, April, May and June and these have increased substantially.

Three new members of staff have been recruited from November 2019 to strengthen the management and administration team. They include a part-time homestay compliance officer, a summer homestay compliance officer and the former Peartree director of studies who is returning as a senior teacher, with some academic management responsibilities.

Peartree Languages was scheduled for a full re-inspection in 2018 but in view of anticipated changes in the provision and staff changes before the end of 2018 re-inspection was postponed. A spot check was carried out in the summer of 2018 to verify that standards were being maintained and to ascertain future plans for the school and its accreditation.

The inspection took place over two days. The two inspectors talked to the general manager, the academic manager, the administration support officer and the intern. All teachers timetabled to teach during the inspection were observed. Focus groups were held with teachers and students at the main school and at Cardiff and Vale College (CAVC) city centre campus. A focus group was held with three group leaders and one inspector met the CAVC event coordinator. One inspector visited three homestay providers.

Address of main site/head office

2a Llandaff Road, Canton, Cardiff CF11 9NJ

Description of sites visited

The main premises are located in a parade of shops in Canton, a district of Cardiff, about ten minutes by road from the city centre. The main reception and office areas are on the ground floor. Three classrooms, a student room and small kitchen are on the first floor.

The off-site provision at the time of the inspection was located in the two recently constructed buildings of the CAVC city centre campus. The school leases up to seven classrooms on the third floor in the summer. There are several break-out areas, a library that students can access, numerous food outlets and an outdoor picnic area. At inspection the school had sole use of three classrooms and a break-out area on the ground floor of the CAVC Business Centre, which is located next to the city centre campus.

The new Peartree premises (8 Llandaff Road, Canton, Cardiff, CF11 9NJ) are located on the ground floor of a building which is two doors away from the current main premises. There are a reception and office area, three classrooms, male and female toilets and a patio at the rear of the building. Extensive refurbishment is planned in advance of the opening on 1 December 2019. Some junior courses may run at the main school outside the summer.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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

At the time of the inspection there were three classes running in the morning at the main school, ranging from elementary to upper intermediate level. Three closed, tuition-only group classes were running at CAVC, ranging from elementary to intermediate level.

Adult students enrolled for 16+ hours have a weekly 'English for Lunch' class which focuses on spoken interaction. Other students can pay a one-off fee to join the class.

One-to-one is offered throughout the year, with uptake ranging from 40 per cent in the winter months to five per cent in the summer. There were no one-to-one classes running at the time of the inspection.

During busy periods a zig-zag programme is run, with some lessons held in the afternoon.

The current age range is 12 to 17 for the junior courses.

Management profile.

The school is owned and run by the centre manager. She is responsible for accommodation and care of under 18s. The academic manager is responsible for all aspects of academic management and welfare.

Accommodation profile

The large majority of students on adult courses arrange their own accommodation. At the time of the inspection, two students were staying in homestays and a third in a residence owned and managed by a company providing student accommodation across the UK. Under 18s are required to stay in homestays unless booked in groups accompanied by supervising group leaders. The school does not recommend specific hotels or guesthouses.

The closed group of French students was staying in a youth hostel, arranged independently by the group and accompanied by three group leaders. The inspector selected three homestays to visit from the list provided, including one currently hosting a student.

Summary of inspection findings

Management

The provision meets the section standard. The provision is generally managed satisfactorily in accordance with the organisation's stated values and goals. Following changes made during the inspection, the publicity is appropriate for the context.

Premises and resources

The provision meets the section standard. Premises and facilities generally meet the needs of students and staff but there is no staffroom. Learning resources are appropriate and adequate in number to support effective learning and teaching.

Teaching and learning

The provision meets the section standard. The academic staff profile is satisfactory. Academic management is satisfactory, and courses are generally designed to meet the needs and interests of the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Students receive a good level of pastoral care, and all systems and arrangements to meet their needs for security, information and leisure activities are satisfactory. Students benefit from well-managed student services and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities and accommodation provided.

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.	Strength
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

M2 Strategic planning is outlined in the organisational plan and objectives are specific, measurable, achievable, relevant and time based. There was clear evidence of work being carried out towards objectives, for example, the sourcing and renovation of the new premises and the recruitment of new staff to strengthen the management and administration team.

M7 A useful and accurate self-assessment report was produced for this inspection.

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.	Met

Comments

All criteria in this area are fully met.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	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 There is very good provision in this area. A relaxed family atmosphere is very evident in the school and student and group leaders' feedback indicated high levels of satisfaction with the helpfulness of staff.

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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
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.	Not met

Comments

The main medium of publicity is the Peartree website. The school produces a brochure for the junior summer school. A range of social media sites is also in use.

M22 Publicity does not make clear that full-time and part-time students share classes. The description of adult 'optional classes' in the afternoons does not make clear that these are general English classes.

M23 There were linguistic inaccuracies in the description of courses. However, these were corrected during the inspection and this is no longer a point to be addressed.

M24 The dates of non-teaching days within the course are not stated. There were misleading statements regarding the minimum enrolment age and the maximum class size for juniors. However, this information was subsequently added to the website, and this is no longer a point to be addressed.

M28 The website states that "all teachers at Peartree are TEFL qualified". This is not true of all teachers in the school. However, this statement was removed during the inspection and replaced with a satisfactory one so this is no longer a point to be addressed.

M29 The Accreditation Scheme marque was used incorrectly, with the omission of 'for the teaching of English in the UK'. However, this was corrected on the website during the inspection and is no longer a point to be addressed.

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.	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.	Not met

Comments

P1 The main school premises, although clean and repaired, were showing signs of age. The premises at CAVC city centre campus and business centre are in an excellent state of repair, cleanliness and decoration and provide a comfortable environment for students and staff.

P2 The main school classrooms provide a suitable study environment. The CAVC classrooms are spacious, quiet and air conditioned. Classrooms at both sites have good natural light and flexible furniture consisting of tables and chairs.

P3 At the main school students have a student room and use of a small kitchen, with hot drinks and toast provided free of charge. There are many food outlets near the school. The CAVC premises provide an attractive and welcoming environment, with many food outlets on site and spacious seating areas for relaxation.

P5 There is satisfactory signage at both sites. However, at the main school there are limited areas for the display of information and noticeboards were cluttered.

P6 There was no staffroom for use by the school's staff at either of the sites.

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.	Not met

Comments

P12 There was no evidence of the continuing review and development of teaching and learning resources.

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.	Met

Comments

All criteria in this area are fully met.

Academic management	Met
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.	Met

Comments

All criteria in this area are fully met.

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.	Not 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.	Not 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

T11 Course design is generally satisfactory but there is a need to strengthen the course design of the adult afternoon classes. See M22.
T12 There was no evidence of regular review of course design.
T15 There was evidence of some focus on guidance for students via a mobile and web-based study application but there was no evidence of systematic work on study and learning strategies to support independent learning.

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.	Not 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.	N/a

Comments

T18 There is generally insufficient regular assessment of learning and progress. The progress of a high proportion of part-time adult students, whose attendance is intermittent and may span several months, is not monitored satisfactorily.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All except 'English for Lunch'

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.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength

T27 Teachers promote learning by the effective management of the classroom environment and resources.	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 Models of spoken and written English were satisfactory. Most teachers were observed giving helpful information about language, for example providing good relevant examples.

T24 Class profiles showed a good understanding of students' learning needs. Lessons were well planned, with relevant warmers and teachers made good use of opportunities for students to use their cultural backgrounds.

T25 Lesson aims were posted in classrooms but there was generally no evidence that learning outcomes had been explicitly shared with students.

T26 In all classes teachers made confident use of a range of effective techniques, such as appropriate elicitation, checking of understanding and purposeful monitoring, which were appropriate to the needs of the group.

T27 The classroom environment and use of classroom technology was generally effective. Whiteboards were organised efficiently, with some use of colour highlighting. Mini-whiteboards and flipcharts were used to good effect.

T28 There was a satisfactory range of appropriate techniques with good elicitation and occasional choral practice of target items. Effective feedback on tasks was provided in most lesson segments with provision made for peer correction in one or two lesson segments.

T29 Most lessons were carefully staged with progress from simpler to more complex tasks. Good use was made of quizzes and competitive elements which students in the junior classes enjoyed.

T30 All teachers fostered a positive learning atmosphere. Instructions were clear and lesson activities promoted student interaction. There was excellent rapport in most lessons and students were clearly enjoying them.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority of segments observed being good. Teachers were able to present generally sound models of spoken and written language. Lesson content was relevant to the needs and cultural background of the students. Lessons were well planned and techniques were varied and appropriate. Students received useful feedback on their use of the language. Teachers knew their students well and most students were fully engaged in their 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.	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.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	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

W3 Students receive a good level of pastoral care and support, appropriate to their ages and background. All staff, hosts and group leaders are encouraged to be aware of students' needs and direct them to appropriate help. Any problems and action taken are noted on individuals' files, and specific help and language support are provided when making, for instance, banking or travel arrangements.

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.	Not 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	
W10 One host visited said she did not routinely change towels and bed linen each week.	
<i>Accommodation: homestay only</i>	
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.	
<i>Accommodation: other</i>	
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	
W21 Students receive information and advice about renting private accommodation if they ask for it, but the availability of this advice is not publicised within the school and is not supported in writing.	
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.	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	
All criteria in this area are fully met.	

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.	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.	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.	Strength
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

Comment

Occasionally 16 and 17 year-olds enrol on the school's adult courses but numbers are small. At the time of the inspection, there were none. A closed group of 29 juniors from France was being taught on the separate CAVC site. In July and August there is a Junior Summer School for 12 to 17 year-olds enrolling as individuals and groups. Juniors in closed groups are accepted at other times. Courses are taught in suitable rented off-site accommodation, or very occasionally in the main school but timetabled for when adult students are not on the premises.

S1 The 22-page safeguarding policy names the centre manager and the DoS as 'Designated Level 3 Safeguarding officers' but does not specify which is the lead (DSL) and which is the deputy. Therefore the procedure to be followed if a complaint were made against one or other of these managers is not clear.

S6 Very clear rules are sent out in the junior school pre-arrival information, the junior application form and the parental consent forms, and these are repeated in the first-day welcome talks.

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	2010
Last full inspection	2014
Subsequent spot check (if applicable)	2018
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	September 2005
Ownership	Sole trader
Other accreditation/inspection	N/a

Premises profile

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: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	5	12
Full-time ELT (15+ hours per week) aged 16–17 years	4	10
Full-time ELT (15+ hours per week) aged under 16	25	66
Part-time ELT aged 18 years and over	15	32
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	49	120
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French	Spanish, Italian, Omani, Russian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–35	20–35
Adult programmes: typical length of stay	3 months	6 weeks
Adult programmes: predominant nationalities	Italian, Spanish, Omani, Saudi	Italian, Spanish, Omani, Saudi

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	11
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0

Total	1
-------	---

Comments

The academic manager is scheduled to teach three hours in the mornings and was teaching at inspection.

Teacher qualifications profile

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6

Comments

The academic manager is included in this profile.

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	2	0
Private home	0	0
Home tuition	0	0
Residential	1	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	1	0
Staying in privately rented rooms/flats	16	29*
Overall totals adults/under 18s	20	29
Overall total adults + under 18s	49	

(*29 under 18s were enrolled at CAVC on a tuition-only basis)