

Organisation name	Bath Academy
Inspection date	17–18 July 2025

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> The premises provide students and staff with a safe, 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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.

## Summary statement

The British Council inspected and accredited Bath Academy in July 2025. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private school offers courses in English as a foreign language for young people aged between 12 and 19 including mini stays for closed groups and vacation courses for under 18s. The school also offers academic courses (GCSEs/A Levels and a university foundation programme) for UK and international students from September to July

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and resources, academic management, care of students, accommodation, leisure opportunities and safeguarding.

The inspection report stated that the organisation met the standards of the Scheme.

## Introduction

This private school, launched in 1997, offers courses in English as a foreign language for young people aged between 12 and 19 including mini stays for closed groups and vacation courses for under 18s. A planned merger with another accredited Bath School is likely to result in the majority of general English programmes moving to the new premises.

The inspection was conducted over one and a half days by two inspectors. Meetings were held with the director of the English language provision (vice-principal), the director of studies, the head of admissions and marketing, the welfare and accommodation officer, the junior summer school coordinator/social programme manager, the school

nurse and the premises co-ordinator. Focus groups were held with the teachers, the activity leaders, the students and the group leaders. All teachers timetabled during the inspection were observed. One inspector conducted a virtual tour of two homestays and visited a student residence.

#### Address of main site/head office

27 Queen Square, Bath BA1 2HX

#### Description of sites visited/observed

The school is situated in an end-of-terrace Georgian building on a square in the centre of Bath. It also has two annexed Georgian buildings, one including a café, situated close to the square, (Chapel Row and Princes Street) all of which provide eleven classrooms in total.

The main school is arranged over four floors plus a basement in the main building and two floors in the rear building. There is an entrance hall, an open plan reception and classroom on the ground floor, a student common room and teachers' room in the basement, three classrooms on the first floor, two offices and a classroom on the second floor and two classrooms on the top floor of the main building. In the link between the two buildings, there is a computer room and on the ground floor of the rear building, there is a classroom, a staff kitchen, a medical room and a small classroom for one-to-one lessons. On the first floor, there are a further two classrooms and an office.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<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 school offers general English classes and activities for closed groups (14+) year-round, with a junior school for students aged 12–16 taking place during the summer months.

#### Management profile

The vice-principal (VP), who manages the English language teaching provision and student boarding, reports to the principal, who has responsibility for the whole school. There is another vice-principal, who manages the academic courses. The English language department has its own director of studies (DoS) and there is a premises manager, who has responsibility for the buildings and general health and safety.

#### Accommodation profile

Both homestay and residential accommodation are offered and managed by the school. The homestays are either within walking distance or a short bus ride to the school. The boarding house is a 10-minute walk from the school and offers single and twin bedrooms for 20–30 students. All meals are prepared in the boarding house kitchen.

#### Summary of inspection findings

##### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very effectively to the benefit of the students and in accordance with the provider's clearly stated goals and values. Support for staff is proactive and effective. Student administration is efficient and staff management

procedures effective. *Strategic and quality management, Staff management and development and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good 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.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive effective guidance and support to ensure that they support students appropriately in their learning. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and welfare of students are of priority. Student services are well managed, including very well-planned, organised and safely delivered out-of-class activities. Accommodation is suitable, welcoming and very well managed. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The safeguarding policy is supported by efficient reporting tools, and safeguarding training across the team is very good. Supervision of students is very well considered and executed, and the accommodation is very suitable. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
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.	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.	Strength
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.	Strength

## Comments

M1 The goals and values of the organisation are contained in a clear statement, which is communicated to staff during recruitment and induction. Staff at different levels are aware of the school's mission which is evident in much of the school's work.

M2 There is a strategic business plan setting out the organisation's vision and objectives in key areas of development. Objectives are 'smart' and set within a timeframe, with systematic monitoring of progress.

M4 Communication within the organisation is effective and action points identified in meetings are routinely followed up. All staff reported that they were well informed and listened to.

M5 Feedback systems for students are comprehensive. Feedback is sought on a regular basis, action taken is swift and record keeping is excellent. Staff are kept informed of relevant comments and it was evident that feedback is systematically analysed and used to make improvements. 'You said and we delivered' posters are displayed in classrooms.

M6 Staff are asked for feedback formally, and this information is systematically analysed and used to identify where support is needed and what future improvements can be made.

M7 Future plans and objectives provide ample evidence of a comprehensive review cycle informed by student and staff feedback. Reviews are carried out in the autumn when all feedback is analysed carefully.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M8 A full range of human resource policies is in place and staff reported these were applied in an appropriate and professional manner. In addition, the school uses a specialist consultancy to ensure legal compliance and provide support as required.

M11 Induction procedures are very thorough with staff receiving comprehensive, job-specific handbooks and sign checklists to confirm that their induction had been successfully completed.

M13 Continuing professional development is fundamental to the school's objectives, and records indicate an appropriate and effective range of activity. Appraisals identify staff development needs and opportunities, and financial support may be made available to upgrade qualifications where relevant.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### Comments

M14 Students and their representatives receive a very high level of customer service. This was confirmed in focus groups, in feedback and was clearly evident during the inspection.

M18 There is a detailed attendance policy that is communicated effectively to all relevant stakeholders. Records show a systematic follow-up of any attendance and punctuality problems,

M19 Conditions under which a student may be asked to leave the course are made explicit in course information for students and group leaders. There is a clear staged process in place designed with the interests of all students in mind.

<b>Publicity</b>	<b>Met</b>
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

Publicity comprises a website, brochure, and a number of social media channels. The website is considered the main form of publicity. All the criteria in the above area are fully met.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Met</b>
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### **Comments**

P5 Wayfinding signage was suitable and excellent use is made of noticeboards for the display of general information.

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for classroom use 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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

## Comments

P9 The school is equipped the latest interactive video technology. This is well used to deliver the mostly online materials, and teachers reported they had received helpful training in how to use the equipment effectively. Technical support is readily available from the school's computer technician.

## Teaching and learning

### Academic staff profile

Met

T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

## Comments

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context.

### Academic management

Met

T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.

Met

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.

Met

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

Met

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.

Met

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Strength

T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.

Strength

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.

Met

## Comments

T8 The DoS offers appropriate and well-received guidance and support to all teachers and encourages mutual support within the teaching team. Informal daily monitoring of lessons ensures that support is readily available if required.

T9 Formal observations are carried out by the DoS and the VP. The feedback reporting is detailed, informative with appropriate suggestions for further development. Teaching staff commented positively about the helpfulness of the feedback from these observations.

### Course design and implementation

Met

T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.

Met

T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Met

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Met

T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.

Met

Comments
All criteria in the above area are fully met

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments
All criteria in the above area are fully met

#### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments
None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments
T19 Teachers provided mostly accurate models of spoken and written English, and explanations were clear and suitable for the students' level.
T20 Planning in classes showed that students' profiles and individual needs were generally taken into account.
T21 Learning outcomes were generally well expressed and, in most cases, they were clearly displayed in classes. The staging of the lessons was logical and appropriate in most segments seen.
T22 A range of appropriate teaching techniques was seen. This included elicitation and activities involving student interaction. In stronger segments, teachers checked students' understanding through well-chosen concept checking questions.
T23 Most teachers managed the learning environment and resources effectively. Video technology was used appropriately and effectively and some use was made of additional visual aids and small cards for matching and prompting.
T24 There was some good monitoring and praise in most segments observed.

T25 In most segments, activities that encouraged students to recycle language learnt in a more personalised context was noted. Most session plans included activities designed to review learning.

T26 In the majority of segments, there were high levels of learner engagement and teachers created a positive learning environment. Learner rapport was effective and the better teachers maintained whole class involvement through careful student nomination and management.

## Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

### Comments

W2 The standard of pastoral care is very good. The managers are experienced in working with children who have additional or special educational needs, and the daily nurse is qualified and experienced in addressing children's mental health issues. The staff induction includes a specific focus on welfare.

W3 The policies and procedures are very clearly and appropriately presented to staff, students, and group leaders. Staff are trained in recognising any signs of abuse and resulting procedures are carefully recorded.

W5 Transfers from and to the point of entry are very carefully organised by the school and feedback indicated that the level of service was excellent. Relevant and very useful information is sent pre-arrival to the parents and students in a handbook and emails and is also clearly presented to students in inductions.

W6 The level of health care provided by the school is very good. A qualified nurse is on site every day and there are a large number of first aiders both in the school and boarding house. A member of staff always accompanies students to any external health clinics or appointments.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W7 Both the homestays and boarding house offer a very good standard of accommodation. Feedback for accommodation is consistently good. It is evident that students feel very comfortable, welcome and cared for.

W8 A high level of cleanliness was evident throughout both types of accommodation. Bed linen and towels were changed according to need and students in the boarding house had access to washing machine facilities.

W9 The manager responsible for visiting accommodation has had specific training and is very experienced. There are annual visits to homestays and daily checks are made in the boarding house. There are thorough checklists for visiting new accommodation and careful records are kept of all visits and safety checks.



W10 Information in confirmations of accommodation are very thorough and detailed. A 'pen portrait' of the homestay and information about the boarding house staffing helps both students and their parents feel comfortable with the arrangements.

W12 The rules, terms and conditions are made very clear in guidelines and confirmed with each new booking.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All the criteria in the above area are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

#### Comments

W20 The programme offers a good variety of activities and excursions. Feedback from previous courses and the particular interests of the current students are taken into consideration when developing the programme.

W21 The programme is extremely well planned and organised in advance. Excursions are well prepared, activity staff are fully briefed and given detailed itineraries.

W22 All activities and excursions are very thoroughly risk assessed by an experienced member of staff, and the assessments are systematically updated. There is at least one trained first aider on each excursion.

W23 Activity staff are given a very thorough induction and receive on-going support and guidance. It was evident from feedback that they felt well prepared for their responsibilities.

### Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

### Comments

At the time of the inspection, there were 59 students aged under 18 enrolled on the junior summer course. During the previous 12 months, there were two closed groups with a maximum 20 students in each.

S1 The safeguarding policy is extremely thorough and is supported by relevant practical documents such as codes of conduct and very well established incident-reporting documentation.

S2 The level of training is very good. As well as the Designated Safeguarding Lead, two other managers, including the manager responsible for accommodation, are trained to specialist level and one other to advanced level. All staff and homestays have basic level training and receive regular updates.

S4 Recruitment procedures are very thorough. Written references are followed up with phone calls and there is evidence of robust decision-making based on a full range of possible information.

S5 There are very thorough procedures in place for the supervision of students during scheduled lessons and activities. Supervision ratios are high and do not include group leaders. No unsupervised time is allowed during excursions.

S6 Free time is limited to a few hours after school in Bath. This period has been carefully risk assessed, and age-appropriate measures and rules are in place to mitigate risks.

S7 The accommodation has been thoroughly risk assessed and is entirely suitable. A very experienced warden and staff supervise the boarding house, during the day and overnight. Group leaders are not included in the staff-student ratios in accommodation supervision. Homestay hosts are committed to providing very safe homes for the students. A thorough risk assessment had been carried out regarding the school's provision of accommodation for three students aged over 18, and very satisfactory safeguarding actions put in place.

### 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	September 2008
Last full inspection	November 2021
Subsequent checks/visits (if applicable)	N/a

Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	GCSE + A Level + University Foundation Programme courses (accredited by ISI)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1997
Ownership	Name of company: Bath Academy Ltd Company number: 3025819
Other accreditation/inspection	ISI

#### Premises profile

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

#### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students</b> (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	2	10
Full-time ELT (15+ hours per week) aged 16–17 years	18	25
Full-time ELT (15+ hours per week) aged under 16	41	50
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>61</b>	<b>85</b>
Adult programmes: advertised minimum age	16+	N/a
Adult programmes: typical age range	16–30	N/a
Adult programmes: typical length of stay	2 weeks	N/a
Adult programmes: predominant nationalities	Italian/Spanish	N/a
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian/Spanish	Italian/Spanish

#### Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	5	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	2	
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	7	

## Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	N/a
Total	2
Comments	
None	

## Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	5
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	5
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	2	26
Private home	0	0
Home tuition	0	0
Residential	1	27
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	4
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	4	57
Overall total adults + under 18s	61	

## Points to be addressed

### Teaching and learning

T 24 Generally there was insufficient correction of errors overall.

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**Action plan**

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It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 3 March 2026. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.

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