

Organisation name	Bayswater College Brighton
Inspection date	22–24 September 2025

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 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
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 P1 and S3 have been addressed. The evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Bayswater College Brighton in September 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 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 adults.

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

The inspection report noted a need for improvement in the area of premises and facilities.

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

Introduction

Bayswater College Brighton (BCB) is one of the five year-round Bayswater Education schools in the UK. The school was previously inspected as Stafford House Brighton in 2021. In late 2021, Stafford House Brighton was acquired by Bayswater Education.

Throughout the year, BCB offers general English and examination preparation courses for students aged 16+, and closed groups to young learners and adults. Accommodation is offered in homestays, a student residence and a nearby hotel.

BCB draws upon centralised marketing, admissions, IT, finance and human resources functions.

The inspection took the equivalent of two days over a three-day period, one day and a half days on site followed by a half day remotely. The two inspectors held interviews with the chief people officer, centre director, the director of studies (DoS), the assistant director of studies (ADoS), the student services officer, the accommodation officer, the product marketing manager, the regional centre director and the group director of property and operations. Additionally, separate focus groups were held with young learner and adult teachers, adult students, young learners and with group leaders. One inspector conducted virtual tours of two homestays, which included interviews with the hosts, and visited the hotel.

In addition to the main change of ownership and name since the last inspection, there has been a change in the management team and many of the teaching staff.

Address of main site/head office

61 Western Rd, Brighton and Hove, Hove BN3 1JD.

Description of sites visited/observed

The school entrance is accessed through a courtyard which leads out to the street. The premises are a short distance from the seafront with shops, cafes, restaurants and amenities nearby. The school building is on four floors. The basement consists of the student common room and storage and maintenance spaces. On the ground floor there is the reception area and the administrative office, as well as the teachers' room and DoS office. There is a library area next to the office, as well as a staff kitchen and two classrooms on this floor. The first floor has six classrooms. The second floor has a further six classrooms. The prayer room is on the third floor. There are toilet facilities for staff and students throughout the building.

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 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"/>
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

BCB offers general English and examination preparation courses for adults (16+) and summer courses for students aged 12 to 17. Closed group courses are also offered for students aged 12–18. In the afternoon, students on intensive courses study modules. One-to-one classes are offered throughout the year.

Management profile

The centre director, who reports to the regional centre director, has oversight for the day-to-day management of the school and its operations. They are assisted by the DoS and ADoS who have responsibility for the academic programme and the student services manager, who is responsible for student services and accommodation.

Accommodation profile

The school offers its own homestay accommodation and also uses a British Council registered homestay agency. In addition, it offers rooms in a nearby study hotel and in a student residence about 30 minutes' walk from the school. Both provide ensuite accommodation with shared kitchen facilities. The latter also has some studio accommodation that has its own kitchen facilities. During the summer, the school uses an additional residence with ensuite rooms, shared kitchen and social facilities about 30 minutes' walk from the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values. The structure of the organisation is well established, communication and staff management systems are very good and student administration is carried out very efficiently and effectively. Some parts of publicity do not present a realistic or comprehensive account of the school or its services. *Strategic and quality management* and *staff management and development* and *Student administration* are areas of strength. There is a need for improvement in *Publicity*.

Premises and resources

Overall, the provision meets the section standard. While premises provide students and staff with a comfortable environment for work and relaxation, some parts are in an inadequate condition and do not provide a suitable learning environment. Some risks associated with the premises have not been adequately assessed or mitigated. 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 students and staff where needed. There is a need for improvement in *Premises and facilities*.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive very good support, and overall, the courses are managed to provide the maximum possible benefit to 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. Pastoral care is very good and the student services team is responsive and well managed. Accommodation is suitable and systems are effective. The leisure programme is well-managed and offers a very good variety of activities for students. *Care of students* and *Leisure opportunities* are areas of strength.

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 leisure activities and accommodation provided. Consent forms need more detail in the area of student supervision.

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.	Strength
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.	Strength

Comments

M1 The goals and values of the organisation are integral to its working. They are clearly understood and articulated by management and include reference to compassion and wellbeing.

M2 There are clear plans for the development of the school. These plans are comprehensive and are based on local and group-wide priorities. There are robust systems in place for monitoring and reviewing progress towards the objectives.

M3 The structure of the organisation is clear. There are very good support structures for staff which ensure that effective cover, training and continuity planning are in place.

M4 There is a range of appropriate communication channels in place, ensuring that staff are very well informed at local and group levels. There are opportunities for staff with similar roles to communicate across the Bayswater Education group.

M5 The organisation regularly obtains and records feedback. There is clear evidence of student feedback being acted upon, and records are kept of action taken and resolutions. Positive and negative feedback is analysed, shared with staff and used to improve services.

M7 Reviewing systems, processes and practices is an integral part of the organisation's policy and is overseen by senior management and the school-based team. This results in well-documented monitoring and review processes.

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.	Strength
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 HR policies and practices are robust and supportive and are backed up by a comprehensive IT platform which ensures that procedures are fully implemented.

M11 There is a thorough induction provided for all staff which includes opportunities for mentoring and shadowing colleagues, and engagement with head office where appropriate. Staff are paid for their participation in induction.

M12 Procedures for monitoring and appraising staff are thorough, supportive and linked back into other systems including CPD. There is evidence of collecting feedback and passing on anything positive or in need of improvement to relevant staff. There is a structured supportive approach to handling unsatisfactory performance.

M13 There is a structured approach to CPD which allows for individual focus and development. Appraisals effectively identify development needs and opportunities and staff engage with CPD accordingly.

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.	Strength
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.	Met
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.	Strength

Comments

M14 There are excellent levels of customer service in place, evidenced by feedback from students and their representatives. Staff are provided with regular training and supported further by IT resources to ensure high levels of service.

M15 Students are provided with comprehensive pre-course information relevant to their stay. In addition, students have a pre-arrival meeting where they receive further information, meet members of staff, and can ask questions.

M18 There is a clear policy on student attendance which is promptly and consistently implemented. There is systematic follow-up of attendance and punctuality problems, with a strong focus on support for students and teachers.

M20 The complaints procedure is clear and accessible to students, and there is clear evidence that any complaint is taken very seriously, and that appropriate action is taken, communicated to the complainant, and recorded.

Publicity	Met
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.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's website is the main medium of publicity. In addition, there are factsheets about Brighton, the summer programme and student accommodation which are also available on the website. The school has a presence on social media.

M23 At the time of the inspection total number of taught hours per week was not included on the website. This was rectified soon after the inspection.

M24 At the time of the inspection, there was no mention of the cost of the leisure programme. This was rectified soon after the inspection and is no longer a point to be addressed.

M25 The website does not include sufficient information about the limits to supervision of 16–17 year-olds.

M26 At the time of the inspection, the description of the study hotel did not make it clear that people other than students may be accommodated there. This was amended soon after the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Need for improvement
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Not met
P3 Classrooms and other learning areas provide a suitable study environment.	Not 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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 During the inspection it was noted that several fire doors were propped open with door stops and one fire exit was blocked by furniture. In addition, checks on electricity risks were not up to date.

P2 Parts of the building are in an unsatisfactory state of repair. Some walls are stained due to damp, toilets are in poor condition and toilet roll is not replenished during the day. Windows and blinds are dirty and, in some cases, broken so they cannot be opened or closed.

P3 Some classrooms lack suitable ventilation due to faulty windows. There is significant noise bleed from corridors and other classrooms which hinders learning.

Learning resources	Met
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 There is a good range of technology which is used regularly and confidently by teachers. There is excellent technical support available.

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 academic staff team has a professional profile that is clearly appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
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.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
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.	Strength

Comments

T5 There are clear systems and procedures relating to planned and unplanned absence. There is excellent cover provision available and cover teachers are provided with detailed information about the lesson to be taught.

T6 There is good information and practical guidance on lesson planning and the integration of new students available to teachers. The first day of the week's course is planned to facilitate the continuous enrolment process, while new students are tested and inducted. The syllabus is formulated in self-contained weekly blocks and outlines for previous weeks are made available to new students.

T7 Teacher induction is thorough and includes a number of meetings and support sessions. There are opportunities to observe classes. Ongoing support is provided for new teachers.

T8 The academic management team provides excellent levels of proactive support for teachers. A range of support procedures are in place including daily check-ins with teachers, regular meetings and idea exchange sessions.

T9 There is a range of observations including two formal annual observations by the TEFLQ academic manager. There are additional developmental observations as well as a thorough appraisal protocol for dealing with unsatisfactory performance.

T10 Teachers are offered opportunities to share their expertise by leading CPD sessions. There are regular scheduled check-ins to identify the developmental needs of teachers.

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 this 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.	Strength
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

T16 Assessment of progress is managed through several tests and tasks which are reliably linked to the CEFR. Assessments and tutorials are stored on the virtual learning environment which provides students and staff with very clearly tracked data records.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	General English, afternoon modules, young learner closed groups.

Comments

Teaching: classroom observation	
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.	Not 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.	Not met

Comments

T19 The majority of teachers used language for illustration, explanation and exemplification that was appropriate to the students' level. The examples and explanations used were relevant, concise and memorable.

T20 Most plans and activities demonstrated that teachers had an in-depth awareness of students' strengths and needs. Lesson plans included appropriate anticipated problems and mitigations, as well as scope for differentiation to accommodate a range of learning needs.

T21 While some teachers made learning outcomes clear at the beginning and throughout the lesson, there was a significant minority of cases where they were not made known to students.

T22 The majority of teachers demonstrated a good range of techniques, for example, nomination and questioning which was sensitive and inclusive. In a small minority of segments elicitation was not well managed and student contributions were not appropriately acknowledged.

T23 The classroom environment was well managed by the large majority of teachers. Technology was used effectively and most teachers ensured that there was a good range of interactions including pair and group work, and plenary discussions.

T24 Nearly all teachers monitored students' performance during activities effectively and provided sensitive helpful correction appropriately.

T25 In the large majority of classes, teachers provided opportunities for students to demonstrate their ability to use recently learned language. In stronger segments, reference was made to work covered in previous lessons,

T26 The majority of teachers promoted a positive inclusive learning atmosphere resulting in well-engaged students. However, in a significant minority of classes, student contributions were not acknowledged appropriately and teachers were insensitive to those students lacking in self confidence.

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.	Met

Comments

W2 Good systems are in place to ensure that staff, hosts and group leaders prioritise student welfare issues. There are posters in classrooms and communal areas highlighting who to contact in terms of pastoral care, first aid and

safeguarding. This information is reinforced on the Bayswater App. There are weekly welfare meetings for all under 18s. Support is provided for students arranging their own accommodation.

W3 Policies are well expressed and relevant and information is widely available. Diversity and inclusivity feature strongly in the ethos of the school and volunteering activities provide students with opportunities to meet a broad spectrum of local people.

W5 Students receive personalised information setting out different options for travel by public transport. There is an opportunity to ask further questions during an online pre-arrival meeting. Information on the Bayswater App is well set out and helpful.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
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.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W10 Information about accommodation is, on the whole, clear and accurate but students need to be informed that the study hotel provides accommodation for the general public as well as for students.

<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

None.

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

Comments

All criteria in the above area are fully met.

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.	Strength
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.	Met
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.	Met
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Comments

W19 Information about the social programme and about events and activities that are happening locally is displayed on a screen at reception, on the Bayswater App, on noticeboards throughout the school and are advertised every Friday during the graduation ceremony. Students can sign up via the App and can also book tours through reception.

W20 A wide variety of activities are available including those which provide students with the opportunity to earn digital badges in volunteering, networking, employability and leadership. There are three free activities and one paid activity each week, and one weekend activity per month led by the school in addition to trips run by an external company. The school has a student ambassador who encourages students to suggest activities they would like to be included in the programme.

W22 Risk assessments are well designed and training has been provided in this area. There is a systematic approach to updating risk assessments and specific critical incident training is received by key supervisory staff.

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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Met
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

The school accepts 16 and 17 year-olds on adult courses all year round. It also accepts closed groups of students aged 12 to 18. During the summer, individual 12 to 16 year-olds are also accepted. At the time of inspection there were 42 students aged 16 and 17 and five aged under 16.

S2 In addition to the named person Designated Safeguarding Lead, the student services manager who is responsible for homestay checks is trained to specialist level. Hosts receive safeguarding training and all group leaders are briefed on their safeguarding responsibilities. All staff receive annual update training on safeguarding. All adults sign agreement to the code of conduct. Students are made aware of relevant safeguarding issues and there are notices throughout the school that provide information and support.

S3 Consent forms are not sufficiently specific about unsupervised time.

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	N/a
Last full inspection	December 2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Professional courses
Other related accredited schools/centres/affiliates	Bayswater London, Liverpool, Leeds and Bournemouth
Other related non-accredited schools/centres/affiliates	Bayswater Toronto, Calgary, Vancouver, Paris, Cyprus and Cape Town

Private sector

Date of foundation	November 2017
Ownership	Name of company: BAYSWATER EDUCATION LIMITED Company number: 11089784
Other accreditation/inspection	BAC

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
ELT/ESOL students (eligible courses)	At inspection	September
Full-time ELT (15+ hours per week) 18 years and over	63	64
Full-time ELT (15+ hours per week) aged 16–17 years	16	15
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	1
Part-time ELT aged 16–17 years	26	132
Part-time ELT aged under 16 years	5	83
Overall total ELT/ESOL students shown above	110	295
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	18-20	18-20
Adult programmes: typical length of stay	15 weeks	12 weeks
Adult programmes: predominant nationalities	Colombian, Saudi, Turkish	Brazilian, Italian, Saudi, Turkish
Junior programmes: advertised minimum age	12	12

Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1 week	1 week
Junior programmes: predominant nationalities	Italian	Italian, Brazilian, Austrian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	9	15
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	6	

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	1
Academic managers without TEFLQ qualification or three years' relevant experience	2
Total	2
Comments	
The DoS and the ADoS only teach in a cover role. The senior teacher teaches 15 hours per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	8
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	9
Comments	
Includes the senior teacher who had a full teaching week during the week of the inspection.	

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	38	46
Private home	0	0
Home tuition	0	0
Residential	11	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	14	1 (homestay arranged independently)

Overall totals adults/under 18s	63	47
Overall total adults + under 18s	110	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 and S3 have been addressed.