

Organisation name	Bayswater College Liverpool
Inspection date	23–25 February 2026

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.

Summary statement

The British Council inspected and accredited Bayswater College Liverpool in February 2026. 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.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Bayswater College Liverpool (BCLp) is one of the five year-round UK schools within the Bayswater Education (BE) group. A number of functions are centralised across all BE schools, including marketing, admissions, IT, finance and human resources (HR).

A number of staffing changes have taken place since the last inspection, and job roles and titles have been standardized across the five schools.

The inspection took two and a half days. Meetings were held with Liverpool school staff: the centre director (CD), the director of studies DoS, the assistant director of studies (ADoS), the student services manager (SSM), the student services executive (SSE), and the two accommodation executives (AEs); as well as with BE staff: the chief

people officer (CPO) and the senior marketing manager. Focus groups were held with students and teachers respectively. All teachers timetabled during the inspection were observed. One inspector conducted a virtual tour of the main residence used by the school and held online calls with three host families.

Address of main site/head office

42 Whitechapel, Liverpool L1 6DZ

Description of sites visited/observed

The school currently occupies the second, third and fourth floors of a centrally located building in Liverpool. The first floor is occupied by another company. Later this year, a redistribution of the accommodation will take place; the school will shortly give up the fourth floor and take over the first, and the current first floor occupants will relocate to the fourth floor.

The school reception is on the second floor, opposite a student lounge with kitchen facilities and seating areas for eating, meeting and relaxation, and a small library of graded readers for student use. There is an additional welcoming space outdoors for use in good weather. Offices and twelve classrooms are distributed across all three floors. An additional student lounge area on the fourth floor is also used as a prayer room at designated times for prayer room. The teachers' room is on the third floor, and there are toilets on each floor. There is a lift in case of disabled access.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

BCLp offers general English and examination preparation courses for adults (16+). Summer courses for students aged 12 to 17 are currently advertised but it is not yet certain if they will run. Closed group courses can also be offered year round for students aged 12 to 18. There is a range of additional modules for students on more intensive programmes. One-to-one classes are offered throughout the year.

Management profile

The CD, who is also the lead for all UK centres, reports to the regional centre director and oversees the day-to-day management of the Liverpool school and its operations. The SSM oversees the AEs and SSEs, and the DoS has responsibility for the academic team.

Accommodation profile

Accommodation is offered in four residences, with a range of prices and facilities, and homestays. Homestays are generally provided by the school; however, when required, a British Council registered agency is used.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates clearly and consistently to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management*, *Staff management*, and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very safe, comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Clear guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive comprehensive 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 met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Procedures for managing emergency situations are robust, and pastoral care is very well provided for. The school offers good, friendly accommodation, which is very well managed. The leisure programme is varied and very well organised. *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. There is very good provision for the safeguarding of students under the age of 18 within the school; and in the leisure activities and accommodation provided. Training is very good with a strong safeguarding leadership team. *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 BE mission statement is clearly set out on the website together with the organisation's promises to students, which encompass its goals and values. These also form part of staff inductions and are set out in handbooks, as well as being reinforced through posters around the school. All staff are invited to an online company values session with the CPO.

M2 The school's centre development plan is aligned with the wider goals of the organisation, and there are systematic procedures for sharing updates with staff. Managers were clearly informed by and about their plans, and there were numerous clear examples of work in progress relating to objectives.

M4 A wide range of channels and forums is in use for information dissemination and exchange. These are clear and effective both within the school and more widely across the organisation, and a good balance has been achieved between corporate and local. Staff are kept very well informed, and those with similar roles have regular

opportunities to meet with their counterparts across the BE group.

M5 There are comprehensive procedures for collecting and recording student feedback, and follow-up systems are very good. Tutorials provide additional checks on satisfaction and well being. All feedback is recorded and acted on immediately or fed into wider meetings and processes, including staff involvement in analysis of, and planning response to, student feedback.

M6 There are regular, formal feedback mechanisms involving all staff, including an annual anonymous survey, regular meetings and appraisals. Exit interviews are also carried out. There was a consistent perception among staff that their voices are heard and their views taken into account.

M7 The organisation operates a comprehensive and regular quality review cycle incorporating information and feedback from a wide range of both internal and external sources which feeds back into planning. The commitment to ongoing continuous improvement is very evident in the school.

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 In addition to its appropriate, comprehensive HR policies, BE actively seeks opportunities to reward staff and share successes; for example with an extra day's holiday. All staff have a paid "do good" day each year in keeping with the BE goals and values statement. The school enjoys a very happy working environment and it is clear that management at a local level, supported by organisational systems and initiatives, works to make that the case. Teachers in the focus group were extremely positive about and appreciative of management in the school.

M11 A thorough and well-documented induction is provided for all staff, which is paid and includes mandatory training and company values, as well as tailored support based on specific job descriptions with opportunities to observe or shadow.

M12 There is a robust and supportive appraisal procedure, in which both appraisers and appraisees are very well supported at all stages by the school's HR platform. The system is supportive and developmental; training needs are identified and inform CPD processes.

M13 CPD arrangements are well structured to allow individual as well as generic focus. Appraisals effectively identify development needs and opportunities; a record is kept of all staff CPD, and financial support is available to upgrade qualifications.

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 high standards of customer service; student feedback is consistently good in this area. Staff are supported by very good IT systems and training.

M15 The BE central sales team receive regular training and updates on courses and are able to provide comprehensive pre-course information and communication at all stages, and through a range of channels. There are some factsheets available in translation. Students are encouraged to download the Bayswater app, which provides extensive pre-arrival information, and agents are regularly updated through a dedicated zone on the website.

M18 The student attendance policy is clear, and forms part of student induction. Student attendance concerns are regularly discussed at staff meetings and there is systematic follow-up of attendance and punctuality problems.

M20 Information about the complaints procedure is made widely available; it is covered at induction, and is available for reference on the student app, and in their handbook. There is a clear description of the complaints process, including the ultimate option of referring to English UK.

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.	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

The main medium of publicity is the website. A number of factsheets can be downloaded from the website. All criteria in this area are fully met.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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

P1 There are thorough and comprehensive procedures and record keeping for safety and security. There are high levels of training for staff including for fire marshals, and there was a good understanding among staff and students of evacuation procedures.

P2 The premises are in good decorative order and provide a welcoming environment for staff and students, with clear thought having been given to how to make the building as attractive as possible. Additional features include a lift for less able visitors, and access to outside space in summer, as well as the creation of different areas on each floor where students can sit.

P5 Signage is clear throughout, and there are numerous noticeboards and displays throughout the school, which are well organised and maintained, and consistently presented.

Learning resources	Area of strength
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.	Strength
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.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 There is a wide range of up-to-date learning materials, both physical and digital. Teachers have access to a good selection of supplementary materials to support coursebooks where needed. All learning resources are well managed and organised.

P9 There is a good range of educational technology in all classrooms, which is well maintained and used regularly and confidently. There is responsive technical support and reliable Wi-Fi throughout the building. Teachers' induction includes training in the use of classroom technology.

P10 Course fees include access to a range of additional learning resources within the Bayswater app, and students can make use of these for three months after the end of their course. The school produces an advice sheet on independent study for students, and graded readers are available to borrow.

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 (qualifications and experience) 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 The school has very good cover capacity and arrangements are clearly set out and managed. Records of work are centrally held to enable continuity in case of absence.

T6 The teachers' handbook provides good information and practical guidance on lesson planning and the integration of new students. Course design and logistics are effectively planned to facilitate the continuous enrolment process.

T7 Teachers receive a detailed induction on all aspects of their role, and there is a checklist and presentation available so that other managers can provide a full induction in case the DoS is absent. Teachers are also paid to complete a BE induction and training programme developed by the ADM, for which they also receive a certificate.

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. Teachers in the focus group were very positive about academic management in the school and expressed their strong appreciation of the support provided.

T9 A range of observation types takes place, including formal annual observation by the TEFLQ academic manager. There are additional developmental observations as well as drop-ins for new teachers. Observations form the basis for teacher appraisals and inform CPD planning, and student feedback on teachers is also part of the monitoring process.

T10 CPD planning is well organised and takes into account information from observations, appraisals, and feedback from teachers and students as well as organisational priorities. There are fortnightly sessions, and teachers are encouraged to propose areas for CPD, as well as to lead sessions where appropriate. Peer observations are structured and supported.

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.

Strength

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

T12 The school makes use of a number of initiatives to provide a focus on UK life and culture. There is a selection of materials for teachers' use prior to Liverpool trips as well as materials to use during the trip. In addition, the leisure programme includes weekly activities including company trips and volunteering opportunities; students who attend these can gain special badges. The school's professional programmes include guest speakers and these are open to all students.

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 reliably linked to the CEFR. There are regular progress tests and a monthly level assessment test, individual progress is reviewed in tutorials, and comprehensive data is available to both students and staff.

Classroom observation record

Number of teachers seen	18
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Number of observations	18
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Parts of programme(s) observed	All
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Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
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.	Strength
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.	Strength

Comments

T19 Almost all teachers demonstrated a good knowledge of linguistic forms, dealt well with emergent language and provided good explanations and examples. Support for pronunciation was often included in both planning and delivery.

T20 Detailed lesson plans based on student profiles and course objectives were provided for all observed lessons, with appropriate and relevant materials and activities. Plans included anticipated problems and realistic solutions, many of which were observed in practice.

T21 Learning outcomes were clearly identified and often referred to during the lesson. Staging was logical and appropriate.

T22 Most teachers demonstrated a range of techniques in order to respond to the context and needs of the group or individual students, including nomination, eliciting, prompting, and checking questions.

T23 Classroom technology was used confidently and competently in all lessons. Students were mostly grouped well and resources effectively managed. In some lessons boardwork was extremely well presented and managed; however, there were some instances of very messy boards which were difficult to decipher.

T24 All teachers offered appropriate positive feedback and helpful monitoring, and made confident use of a range of feedback techniques including on-the-spot and delayed error correction and encouragement of peer- and self-correction; use of marking codes in written work. Many plans demonstrated a principled and consistent approach to correction, and this was sometimes seen in practice.

T25 Lessons included a number of short assessment tasks and in better segments pre-and post-activity opportunities for reflection.

T26 In the vast majority of lessons students were actively engaged and there was a purposeful, relaxed atmosphere. Lessons had good pace and variety and included personalisation of tasks and materials to ensure further interest and motivation.

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.	Strength
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

W1 There is a highly comprehensive and well-documented emergency response plan in place. Staff are fully familiar with the procedures, and students are sensitively briefed on how to stay safe and what actions to take in the event of an emergency. Relevant aspects of the emergency plan are incorporated into the risk assessments for the leisure programme.

W2 Students benefit from a very high standard of pastoral care. Both staff and students are clear about referral procedures for personal concerns, and academic tutorials maintain a strong pastoral emphasis. Weekly meetings are held with all students under the age of 18. In addition, several staff members are trained in mental health first aid.

W3 Comprehensive policies are in place to promote tolerance and respect. Procedures for addressing abusive behaviour are clearly communicated to students through handbooks, posters, and the MYBayswater app. Tolerance and respect are central to the organisation's ethos. Volunteering opportunities further encourage inclusivity and diversity.

W5 Students receive clear, helpful, and well-presented guidance before arrival, during induction, and throughout their course via a range of media. Information regarding travel to the school and accommodation is accurate and easy to follow. Student feedback indicates that they feel very well informed about key aspects of life in the UK.

W6 Students are provided with clear information on how to access appropriate healthcare services by knowledgeable staff, who are available to accompany them to appointments if required or requested. First aid provision is strong on site, during social activities, and within residences. Several staff members are also trained in mental health first aid.

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.	Met
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.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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 The accommodation seen was of a very good standard. Homestay hosts offer a warm welcome and show a clear interest in their students. Emergency homestay or alternative accommodation is available if any students need to move at short notice.

W9 Staff responsible for arranging accommodation have received specific training for their roles. Regular visits are conducted, and meticulous records are maintained. A well-established and effective system ensures that visits and required checks are carried out on time. Comprehensive information about hosts, their homes, and feedback from previous students supports informed and appropriate placement decisions.

W11 Students are asked about their accommodation on their first day and through an initial questionnaire. Any issues raised are followed up promptly, and thorough records are kept of the actions taken.

W12 Accommodation providers receive written confirmation of the rules, terms, and conditions that apply, all of which are clearly detailed in a comprehensive homestay handbook. The specific terms for each individual booking are also communicated clearly to ensure full understanding.

<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.

Accommodation: other	
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.	N/a
Comments	
The relevant criterion in the above area is 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.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
<p>W19 Students are given extensive information and are actively encouraged to participate in events and activities that enhance their experience in the UK. Staff not only provide guidance but also assist with organising and booking these activities. The school offers a programme open to all students, awarding digital badges in areas such as local volunteering and employability. In addition, local guest speakers are invited to deliver presentations and share their professional expertise.</p> <p>W20 There is a comprehensive programme of activities and excursions tailored to the student profile and developed in consultation with students. These events are popular and attract high levels of participation.</p> <p>W21 The leisure programme is very well organised. Staff accompany all activities, which run regardless of the number of participants. Excursions are carefully planned, and staff are thoroughly briefed in advance.</p>	

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.	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.	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.	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	

There were 12 students aged 16 and 17 at the time of the inspection. In the summer this number increases, but not significantly. The school can also accept closed groups aged 12 to 18, but this is infrequent.

S2 The policy is known to all stakeholders and adults in contact with under 18s. The designated safeguarding team, supported by a central head office committee, have appropriate specialist level training. All staff have completed basic level training and receive regular updates. Homestays are required to complete the online training.

S5 There are very good arrangements to ensure the safety and supervision of students during scheduled lessons and activities. Very appropriate measures are put in place to mitigate risks when groups of under 18s are sharing the premises with adult students, such as location of classrooms, staggered break times and use of toilets. The attendance of 16 and 17 year-olds on adult courses is very closely monitored and appropriate actions taken when needed.

S6 Effective arrangements are in place to ensure the safety and supervision of students outside scheduled lessons and activities. Expectations and rules are clearly communicated to parents through consent documentation and to students during their induction. Robust monitoring procedures are implemented to ensure that these rules are consistently followed.

S7 Accommodation arrangements are appropriate and well managed. Students are generally required to book homestay accommodation provided by the school or its agency partner, with hosts who are carefully selected, checked, and fully briefed. Any alternative accommodation arrangements are subject to thorough risk assessment before approval is granted, and strict monitoring procedures are maintained.

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	July 2022
Last full inspection	July 2022
Subsequent checks/visits (if applicable)	Spot check October 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Professional courses
Other related accredited schools/centres/affiliates	Bayswater Liverpool, Bayswater Brighton, Bayswater Bournemouth, Leeds English Language School
Other related non-accredited schools/centres/affiliates	Bayswater schools in France, Cyprus, South Africa, Canada

Private sector

Date of foundation	8 December 2020
Ownership	Name of company: Bayswater Liverpool Company number: 13069285
Other accreditation/inspection	N/a

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	Liverpool Media Academy – summer 2025, 1 classroom hired for 4 weeks.

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	220	300
Full-time ELT (15+ hours per week) aged 16–17 years	12	26
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	2
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	233	328
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	10 weeks	6 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Brazilian, Omani, Turkish	Saudi Arabian, Brazilian, Omani, Turkish
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	18	24
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 20 hours a week	11	
Number of academic managers for eligible ELT courses	2	
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	2	

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	0
Total	2
Comments	

The DoS and ADoS do not have regular teaching commitment but are available for cover.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	5
TEFLI qualification	13
A TEFL registered 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	18
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	26	5
Private home	0	0
Home tuition	0	0
Residential	116	4
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	79	3
Overall totals adults/under 18s	221	12
Overall total adults + under 18s	233	

Items requiring early action

None.