

Organisation name	Best In Bath
Inspection date	17–18 October 2022

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 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
<p>The British Council inspected and accredited Best in Bath in October 2022. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Best in Bath (BIB) was established in 2010 by the current principal. The school was first accredited in 2012 and occupies a central location, a ten-minute walk away from Bath Spa train station.

This compliance-only inspection, which was conducted remotely took the equivalent of a day and half over two days. Meetings were held with the principal, director of studies (DoS), and student services manager (SSM). A focus group meeting was held with a group of teachers, and another with a group of students. There were two teachers teaching during the inspection and they were both observed once by each inspector. One inspector conducted virtual visits of two homestays. The inspection included a virtual tour of the main school premises. Students and staff were also asked to comment on the state of the premises.

## Address of main site

1 Chapel Row, Bath BA1 1HN

## Description of sites observed

The school occupies a period building in central Bath. There are five floors linked by a single staircase. On the ground floor there is a reception area with desks for the SSM and principal. On the basement floor below, there is a staff kitchen, staff toilet, a teachers' room, and a resources room. The first and second floors each have two classrooms. On the third floor there are three small classrooms. There is one male and one female toilet on the first and second floor landings respectively.

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 checked="" 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"/>
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

Although the school has long offered open-enrolment courses for adults, these have not run this year but may run again from spring 2023. Throughout the year, but mainly in the spring and summer, the school runs week-long courses for closed groups of school children who are accompanied by their teachers from home. During the summer, two-week courses are run for teenagers. The teenage summer course is open to both groups and individual students and there are specific start dates during June and July.

## Management profile

The principal has overall responsibility for the running of the school. The DoS, SSM and caretaker all report to the principal. The DoS manages the teaching team.

## Accommodation profile

All students are accommodated in homestay.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. In general, staff are provided with good opportunities for development but those for teaching staff have been limited.

### Premises and resources

The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

### 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 met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are met, and a comprehensive emergency plan is in place. The homestay accommodation provided is suitable and appropriate systems are managed effectively. Students benefit from a programme of local social and cultural events and excursions on open enrolment courses. A suitable range of cultural and leisure activities is offered with tailored programmes for closed groups.

### Safeguarding under 18s

The provision meets the section standard. A safeguarding policy is in place and includes the necessary key information. Relevant training is provided to staff and homestay hosts. Students are suitably supervised during lessons, and group leader responsibilities are appropriate. Accommodation for under 18s is well managed.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

The mission statement was developed in collaboration with staff and is widely available. Objectives for the future are stated with sensible timeframes. The structure of the organisation is clear, and cover is sufficient. Communication is effective and uses both formal and informal channels. Feedback systems for both students and staff are in place and evidence of action taken is recorded. BIB engages in an ongoing process of review as evidenced by the self-evaluation document.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met

M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Not met

#### Comments

Suitable HR policies are in place, as are job descriptions, which all show evidence of review. Policies and procedures for recruitment and induction are all entirely suitable and record keeping is good. Appraisal systems are also effective with objectives set for all staff. The continuing professional development (CPD) record shows that from a general point of view, CPD is well provided for. However, there has been no pedagogic input this year.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

It was clear from speaking to students and group leaders that BIB provides a high level of customer service. Programmes are all tailor-made, designed and agreed with agents in advance and the school is clearly responsive to requests for changes and additions. Student records are up to date and attendance is monitored daily. All students are made aware of the kind of behaviour expected through the student's handbook which is well utilised during induction. Students are given information on what to do if they have a complaint, and there are also notices up in each classroom giving them the option of escalating concerns to an external body.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website. This is the only form of publicity.

The information on the website is accurate and gives rise to realistic expectations. The language use throughout is accessible and all the required information on courses and costs is clearly laid out. Details regarding the level of care for under 18s are well described and claims to accreditation are in line with Scheme requirements.

## Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

### Comments

The premises are in an attractive period building and are found in a good state of repair as well as being very clean. Classrooms are varied in size but adequate for the number of students at the time. All are suitably furnished and benefit from natural light. Students are provided with lunch and bottles of water on site and can consume these in their classrooms or in the square across the road. Due to the central location of the school, there are also several other food options nearby. Signage is suitable, and staff have good spaces in which to work, including two adjoining rooms for teachers, along with a kitchenette and toilet.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

All students receive a handbook which includes sections on recording vocabulary, learning strategies, and space for making notes during lessons. There is a range of coursebooks and supplementary materials although the teachers at the time of the inspection used mostly their own materials. Technology comprises two classrooms with televisions, a portable projector, and a set of tablets. All technology is well maintained. There is a policy for the review of resources, and it is evident that teacher feedback is part of this.

## Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
<b>Comments</b>	
The academic profile of both the teaching team and the academic manager is good. All are suitably qualified and have many years of varied and relevant experience.	
<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
Systems for matching teachers to classes are sensible, taking both teacher preference as well as their development needs into account. Cover arrangements are suitable with both the DoS and principal available. Teachers receive good support on a day-to-day basis as reported in the focus group. Observation procedures are effective, and teachers spoken to expressed that this was a beneficial process.	
<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
<b>Comments</b>	
Course design is based on clearly stated principles and is topic based. For closed groups, a general plan is agreed in advance, and this is then negotiated between teachers, learners and their group leaders. The student handbook contains a focus on study and learning strategies, which is utilised in class by the teacher. Students have good opportunities to develop their language skills outside the classroom through excursion activities, local surveys, and interaction with their homestay hosts.	
<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

Placement procedures are suitable and requests for level changes are handled sensibly. All students receive an academic report at the end of their course and teachers complete this with the aid of 'can do' statements linked to the common European framework of reference.

#### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English (closed groups)

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 Teachers showed appropriate knowledge of the language and provided excellent, clear models. Examples on the whiteboard included useful information such as stress patterns and parts of speech.  
T24 Courses for closed groups are tailor-made to the needs and interests of the students. Good examples of differentiation were also seen with teachers adapting tasks to the pace of individual learners within the group.  
T25 Lesson outcomes were made clear to students at the beginning of the class, and lesson plans showed logical planning with a clear thematic link throughout.  
T26 A suitable range of teaching techniques was seen including elicitation of meaning, but in isolated cases, opportunities to check understanding with the whole class were missed.  
T27 The classroom environment was well managed, authentic resources, and technology were used confidently. Whiteboard organisation was generally clear.  
T28 Feedback on errors was mostly on the spot and peer support was encouraged.  
T29 Both lessons led to a production task in which learning was to be evaluated.  
T30 Some segments were occasionally a little teacher-centred, but in all cases, students were fully engaged with their learning, rapport was good and teachers had created a positive atmosphere.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria with the majority being good. Clear and accurate models of language were given, and lessons were closely tailored to the needs and interests of the group. The classroom environment was well managed and there was a positive learning environment in all segments seen.

#### Welfare and student services

Care of students	Met
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W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

#### Comments

Appropriate risk assessments are in place to ensure the safety of students on the premises and there is a comprehensive plan to deal with potential emergencies. Students spoken to during the inspection know who to approach if they have a problem and gave very positive feedback on the welfare support provided by staff. A 24-hour emergency contact number is made available before arrival and checked at induction. The student handbook provides very clear and practical information about relevant aspects of life in the UK.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

The school has appropriate systems in place and provides suitable homestay accommodation to students. Relevant information about their homestays is sent to students in advance. Group leaders and school staff complete an initial check on student satisfaction with accommodation to identify any problems. Students commented very positively on the accommodation and services provided. Hosts spoken to were happy with the responsiveness of their contacts at the school.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this subsection are fully met.



<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

<b>Comments</b>	
None.	

<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

<b>Comments</b>	
Social programmes are designed around the needs and interests of the students attending courses. Closed group programmes are usually pre-arranged with group leaders/agents and tailored to the specific group requirements. Student feedback indicated that students were very happy with the range and content of the provision. Excursions and activities are suitably staffed and relevant risk assessments are conducted.	

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	
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.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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

<b>Comments</b>	
Since the pandemic the school has only offered courses for closed school groups and open enrolment courses to under 18s.	

The school has a comprehensive safeguarding policy covering all the required areas. All staff involved with under 18s are suitably trained although two teachers' certificates had expired. When this was highlighted to management retraining was completed and certificates submitted within 48 hours of the inspection. It is therefore no longer a point to be addressed. Parents or guardians receive general information about the level of care provided and complete a generic parental consent form. Safer recruitment procedures are followed, and records are well maintained. Supervision within classroom and scheduled out of class activities is very good and risk assessments

are in place. Group leaders have substantial supervision responsibilities for students and the school liaises closely with them and homestay hosts to ensure that the students are kept safe. Effective measures are in place to enable 24-hour contact between the school, parents and guardians if required. The homestay accommodation is suitable.

#### 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 2012
Last full inspection	July 2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	May 2021
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	10 February 2010
Ownership	Name of company: Bath English Study Tours Ltd Company number: 07153543
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	N/a

#### Student profile

	At inspection	In peak week (2022): July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	27	12
Full-time ELT (15+ hours per week) aged under 16	0	55
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0

<b>Overall total</b> ELT/ESOL students shown above	<b>27</b>	<b>67</b>
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian	Italian
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	0
Comments	
None.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2
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	0	27
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	27
Overall total adults + under 18s	27	