

Organisation name	Best in Bath
Inspection date	27–28 July 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Best in Bath in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 for closed groups of under 18s, and vacation courses for under 18s.

Strengths were noted in the areas of student administration, quality assurance, teaching, care of students, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	July 2012
Last full inspection	July 2012
Subsequent spot check (if applicable)	September 2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2010
Ownership	Bath English Study Tours Ltd Company number: 7153543
Other accreditation/inspection	N/a

Premises profile

Address of main site	1 Chapel Row, Queen Square, Bath BA1 1HN
Details of any additional sites in use at the time of the inspection	Bath Academy, 23 Queen Square, Bath BA1 2HX Two or three classrooms used during the peak period during the summer.
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school is located in a period house in the centre of Bath looking onto a public square with gardens. There are four floors linked by one staircase. On the ground floor there is a reception/office with desks for the student services manager and principal; a staff kitchen; a teachers' room and a resources room. There is also a room, used as a student common room outside the summer, which was being used as a classroom during the time of the inspection. The first and second floors each have two classrooms. On the third or attic floor there are three small classrooms, two of which were in use during the inspection. There is one male and one female toilet on the first and second floor landings respectively. There is a cellar which is not used by the school, but the stairs leading down to the cellar from the resources room are used for storage.</p> <p>During the summer Best in Bath (BiB) hires up to three classrooms at Bath Academy, a school located across the square. Two rooms on the top floor of a four-storey building were in use at the time of the inspection.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	9	17
Full-time ELT (15+ hours per week) aged 16–17 years	30	36
Full-time ELT (15+ hours per week) aged under 16	52	67
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
Overall total ELT/ESOL students shown above	91	120
Minimum age	13	14
Typical age range	14–60	14–60

Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian, Spanish	Italian, Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	1	2

Staff profile	At inspection	In peak week July (organisation's estimate)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	8	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	9	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	11
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	11

These figures exclude the academic manager(s)

Comments
The principal and director of studies (DoS) are TEFLQ but are not timetabled to teach. They can cover if needed.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
a) Courses for adults have a minimum age of 18. b) Adult courses are run year round; there are not usually more than three classes. Teenager Summer School runs for seven weeks with a minimum of three classes and a maximum of eight. Closed groups of school children

accompanied by their teachers attend short courses, for usually a week, at other times of the year, mainly during autumn and spring.

c) Occasional one-to-one lessons are arranged. There were none running at the time of the inspection.

d) The age range for junior courses is usually 14–17. Some closed groups bring students aged 13.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	5	72
Private home	0	0
Home tuition	0	0
Residential	0	9
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	3	0
Arranged by student/family/guardian		
Staying with own family	1	1
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	9	82
Overall total adults + under 18s		91

Introduction

Best in Bath was established in 2010 by the principal, an ELT professional, and the DoS has been responsible for academic management within the school since the start.

Courses for adults are run throughout the year. Also, 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, courses for teenagers are run alongside, but not integrated with, the adult courses. Some of the teenagers are accompanied by group leaders.

The inspection took one full day and one long half day. Meetings were held with the principal, the DoS, the student services manager, the summer activity team leader, activity leaders, teachers and group leaders. Separate focus group meetings were held with adult and teenage students. The lessons of nine teachers were observed and one inspector visited three homestays and a residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue: a large number of photocopies were being made for use in class. The Copyright Licensing Agency (CLA) regulations may be being breached. The school should seek further advice from the relevant regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a small and close-knit management and administrative team: principal, DoS and student services manager. They are able to cover for one another so that continuity is ensured at all times. In the summer, an activity team leader is employed to manage the activity leaders.

M3 At the start of the inspection there was no job description for the principal and the duties and responsibilities in relation to safeguarding were not specified in sufficient detail in job descriptions. During the inspection a suitable job description for the principal was produced and the job descriptions of other members of staff amended to include safeguarding responsibilities. This is no longer a point to be addressed.

M4 There are excellent channels of communication using both informal and formal means. The principal and student services manager work next to each other and the DoS and teachers are in an adjoining office. There are formal monthly meetings covering all aspects of the provision; action points arising are recorded. Teachers reported that they feel well informed and that their views are valued.

M5 Appropriate human resources policies are implemented. However, the written recruitment policy is not sufficiently detailed and actions taken in the recruitment process, for example the taking up of references, are not adequately recorded. M7 New staff receive a thorough induction. Many of the teachers work for Best in Bath intermittently as the need for teaching staff arises. The school ensures that returning staff receive information so that they are familiar with any additional requirements or changes. For example, staff returning for the summer courses in 2016 were made aware of their responsibilities regarding safeguarding and the school's Prevent strategy.

M9 There has been a focus on making sure that all staff are appropriately trained in safeguarding, child protection and Prevent. There is a relevant programme of continuing professional development (CPD) for teachers, with sessions held monthly. The content of sessions is informed by lesson observations, and sessions are designed to meet the needs of individual teachers and those of the school. Appraisals for teachers are linked to lesson observations.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The principal and student services manager liaise to provide an excellent service. Group leaders praised the staff for their helpfulness and flexibility.

M11 Most bookings are made through agents but the principal ensures that information and advice are received by students and their parents; this is especially true for the younger students. He also provides a very personal service to any students who enrol individually.

M12 The principal and student services manager work closely with the group leaders to ensure a smooth enrolment process and welcome for the students. There is an initial check on well-being and satisfaction.

M13 Next of kin details are included in the parental consent form and all students are asked to provide an emergency contact on arrival. Some agents do not provide this information in advance for the students aged under 18.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 There were no points to be addressed following the routine spot check report of 2013.

M17 Processes and practices are systematically reviewed at monthly meetings. Feedback is always obtained from the group leaders of the closed groups and consequent changes to future practice are made as appropriate.

M18 Students are asked about their accommodation during the interview which is part of the placement testing process. Group leaders reported that they can give feedback about programmes and that changes can be effected immediately. Students fill in a questionnaire at the end of the first week and at the end of the course. Information is collated; for example, feedback on particular teachers is described using pie charts. This information informs CPD.

M20 The information for students is expressed in easily accessible language. There have been no formal complaints but any problems and action taken are logged. There is evidence that changes of homestay accommodation are made in response to student feedback.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There is a brochure and website.

M21 The website is written in clear and accurate language, and is designed in such a way that non-native speakers can easily and quickly find the necessary information.

M22 The school was described on the website as 'Bath's leading language school', a claim that could not be substantiated. The wording was removed during the inspection and this is no longer a point to be addressed. The publicity now gives a realistic view of the school and its facilities and services.

M23 Course descriptions are more detailed in the brochure than on the website.

M24 The minimum age is given as 14 in publicity but at the time of the inspection a student aged 13 had been brought by a group leader as part of a group. Travel arrangements had already been made when this information was made known to the school. It is certainly not the policy to accept students who are under the advertised age and this has been made clear to the agent.

Management summary

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 generally in accordance with its publicity. Staff and students commented on the positive working environment and there is a clear commitment to continuous improvement. *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 There are only two toilets, one male and one female, resulting in queues on the stairs during break times.
 R3 Class sizes rarely reach the advertised maximum and so the rooms are generally of a satisfactory size. One of the rooms in Bath Academy was not large enough to enable flexibility of layout.
 R4 This criterion is just met. At peak times the common room is used as a classroom and so there is no dedicated area for relaxation and the consumption of food. In good weather students can eat their lunch in the adjacent square, but during the time of the inspection some were sitting in classrooms or on the stairs. For adults, food at appropriate prices is available locally. Teenagers order their sandwich filling the previous day and freshly-made sandwiches are delivered to the classrooms at the end of the morning, together with bottled water.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Adult students are sometimes given a coursebook if they stay for more than a few weeks, especially if preparing for an externally validated examination. For the most part, however, students receive photocopies taken from coursebooks or supplementary books. These are not always well presented and the sources are sometimes not acknowledged.
 R8 There is an appropriate selection of paper-based and online resources. There are computer-based files of materials which have been copied from coursebooks and supplementary books, organised so that teachers can draw on them to meet the needs of the students at a particular level, as specified in the syllabus checklist. There are also some information sheets and worksheets teachers can use to prepare students for excursions.
 R9 There are CD players in every room, two screens that can be used with laptop computers, a portable overhead projector (OHP) that can be used with a computer, two laptop computers and ten tablets for use in class.
 R12 Staff are asked about resources and teachers reported that requests for new materials were usually met. However, many of the computer-based worksheets and ideas for lessons need reviewing and updating.

Resources and environment summary

The provision meets the section standard. Overall, the learning resources and environment support and enhance the studies of students and offer an appropriate professional environment for staff. However, there are not enough toilets to meet the needs of staff and students during the summer. There is too heavy a reliance on photocopied materials and some of the computer-based files for teachers are in need of updating.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One teacher does not have a Level 6 qualification. A rationale was provided which was accepted within the context of this inspection. He has a range of suitable experience and training.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Teenagers are taught only in the morning. Adult students study in the morning and some also select to have lessons in the afternoon. Room size varies and groups are put in rooms according to their size. Additional rooms are used at nearby Bath Academy when numbers are high.

T10 The DoS is in the school every morning. Teachers reported that they felt well supported by the DoS and by their peers.

T11 Teachers are regularly observed; observations are linked to appraisals. Detailed oral and written feedback is provided. Teachers can request to be observed by the DoS and there was evidence that additional observations had taken place. A formalised peer observation programme has been recently introduced. This is much appreciated by teachers.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 For adults there is a framework listing language and functional components at different levels, together with suggested resources for the implementation of the syllabus. There is no specific syllabus for the summer courses for teenagers; the adult syllabus checklist is adapted by teachers. Teachers are responsible for designing a course to meet the needs of their students. During the academic year if adult students are preparing for external examinations the appropriate syllabus informs the course design and students often follow a coursebook. For the closed groups of school children the course is negotiated so that it is specific to their needs and requests.

T14 There was little evidence that course outlines and intended learning outcomes are made available to students,

especially for those on the summer course for teenagers. Teachers write an outline scheme of work for the week but this is not often referred to in class.

T15 Especially for the programmes for teenagers, there was little evidence that the courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and benefit linguistically from their stay in the UK.

T16 The students receive an induction pack which suggests language they can use outside of class, in particular with their homestay hosts. There are some materials that can be used in class to prepare students for their excursions and some lessons incorporate activities to be conducted outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Adults and teenage students are placed in separate classes. There is a suitable range of levels for both age groups. This often means that class sizes are well below the advertised maximum. Additional one-to-one classes are arranged for students for whom there is no suitable group.

T18 Long-term adult students have tutorials during which their progress is discussed.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	Four adult classes, one held in the afternoon, and five classes for teenagers

Comments

Two teachers had been teaching earlier in the week but not on the days of the inspection.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge of the language being presented and practised. Aspects of lexis such as context were being taken into account, and there was evidence that teachers are familiar with phonological systems. All teachers provided accurate and appropriate spoken and written models of English.

T24 The content of lessons was appropriate, usually of interest to the students and often personalised. Suitable grammatical and lexical components were being taught.

T25 Learning objectives and outcomes were appropriate. However, there was little explanation in the lesson plans

of why the objectives had been chosen and how they related to the students' needs and interests.

T26 Techniques were well suited to the age groups and the context of the courses. The focus was on interaction and student participation with opportunities for the students to contribute orally. More advanced students were given the chance to take long turns.

T27 In some classrooms it was not possible to use the space flexibly, but generally teachers managed grouping and pairing judiciously, to encourage interaction and to add variety. Whiteboards were usually well organised and clear. In better segments observed the boards were used to provide information about the parts of speech and pronunciation of vocabulary. There was a good example observed of the use of an OHP to elicit and practise language.

T28 All teachers monitored the group, and individuals within the group, and they were encouraging. In better segments, excellent attention was paid to pronunciation; there was good prompting to self- and peer-correct, and examples of delayed correction were seen in use. In a minority of lesson segments, not enough attention was paid to providing feedback on students' pronunciation although grammar structures were generally corrected.

T29 In all lessons students were taking part in meaningful and often personalised activities that demonstrated successful learning of the target language.

T30 In all lessons students were engaged because of interesting, often personalised topics, purposeful activities and a focus on relevant language and skills development.

Classroom observation summary

The standard of teaching ranged from satisfactory to excellent with an average of good. Teachers demonstrated a sound knowledge of the language being presented; the content of lessons, the learning objectives and outcomes were appropriate and resources were well used. Teachers had selected motivating topics and activities and there was an emphasis in the lessons for teenagers on interaction and confidence building, entirely suitable for a short vacation course. Excellent attention was paid to pronunciation. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. The course design is generally satisfactory but does not include specific reference to study and learning strategies. In addition, more attention should be paid to providing students with written course outlines and intended learning outcomes. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The front door of the school, on a quiet side street, leads directly to reception, which is always staffed. There are quarterly fire drills, and students do a walk-through of the evacuation during their induction on their first Monday, when the alarm system is also tested. There are unimpeded fire doors in relevant areas and escape routes are indicated.

W2 During the summer the average student stay is two to three weeks; the average stay the rest of the year is a week for the younger students as they are on school study visits. The need for pastoral care is mostly limited to information-giving related to local transport, and to dealing quickly and effectively with any homestay issues. These are certainly addressed with general openness, friendliness and efficiency, so an appropriately approachable atmosphere is created. The school works closely with the group leaders to provide a supportive environment. For longer-stay students during the rest of the year there is also excellent support.

W4 The school has a clear abusive behaviour policy and procedure, which is interpreted in transparent form in the

student handbook. There is also a Prevent risk assessment and action plan, and a school-wide induction lesson which introduces Prevent themes. The school is proactively addressing its responsibilities relating to the Prevent strategy.

W5 Students are sent letters which contain the 24-hour emergency contact number, and student cards on which it is printed are issued on the first day.

W6 The school recommends that individual teenage students are met by a taxi firm which works with the school, and information about airport buses to Bath from four airports is published on the website.

W7 Appropriate and comprehensive information is contained in the student handbook, which also includes an item on the carrying of knives.

W8 Long-term students are registered with a local medical practice.

Accommodation profile

Comments on the accommodation seen by the inspectors

One inspector visited three homestays and the hall of residence. Of the homestays, one accepted only teenagers, and two accepted either teenagers or adults. The homestays comprised a variety of residential property: a flat, a mews, and a house, and offered accommodation in either twin-bedded or single rooms, or both. They were all within a thirty-minute bus ride of the school. The hall of residence belongs to one of the Bath universities and offers five blocks of ensuite accommodation in clusters of five rooms, with a large shared kitchen, and communal facilities such as a launderette, and a common room with television and a seminar area. It has 24-hour security.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 A comfortable living environment is available to students in both homestays and the residence. Some student feedback on homestays had commented that only drawer, not hanging, space was available, and this was indeed the case in one of the homestays visited. The school asks that homestays provide a lockable drawer or a safe for students' valuables. The residence is brand new and only opened this summer; rooms had been designed to a high specification and kitchens were spacious and well equipped.

W13 Information is accurate and comprehensive, and homestay confirmations include a brief pen-portrait of the hosts and the home. Student and hosts are encouraged to email each other once allocation has been made. The publicity makes it clear that students may be accommodated in twin-bedded rooms during the summer. Services provided and payment arrangements are well understood, as are the cancellation arrangements. Bus passes are included in the course price for groups.

W14 Students are told who to contact about accommodation at induction, and are asked about their accommodation on the first day. A feedback form is issued early in the week, and further feedback sought on the final Friday of a student's course. Given the brevity of the average stay in the summer it is important that any accommodation issues are addressed swiftly, and this is indeed the case. Written student feedback was extremely positive about the homestay experience; and group leaders corroborated this.

W15 Breakfast and evening meals are provided by hosts, and a packed lunch on Saturday; the school provides the packed lunches for teenagers during the week, to ensure that the provision is uniform. Student feedback was positive about meals. The residence is self-catering, but the teenagers are not allowed to cook, so the school has arranged for them to eat in the evenings with their group leader at a local pub where they can select in advance from quite a wide menu. The cost of this is included in the course fee.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 The school has produced a comprehensive *Handbook for Homestay Providers* which includes all the relevant policies, rules, terms and conditions, and expectations that the school has of its hosts.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W22 The individual rooms and communal areas are cleaned weekly, and linen changed.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 Very few adult students choose to live in private rented accommodation, but the school produces a useful booklet *Private Rented Accommodation: the Facts*.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The adults have an optional programme of cultural activities, sports, and excursions, which exploits the many activities available in the area.

W27 The teenage programme includes afternoon activities, two or three evening activities, and a full-day excursion at the weekend. Some of the afternoon activities are half-day excursions to local venues. Sports activities are always run in parallel with a creative art activity for those less keen on sport. Programmes are devised in consultation with group leaders who reported that they were very pleased with the degree of flexibility offered in choosing cities, places of interest and activities to meet their students' interests and needs. Some trips are prepared for in language classes.

W28 There are comprehensive risk assessments, which are regularly up-dated and with specific risks clearly thought through. They are integrated into the training of activity leaders and are systematically used.

W29 Activities such as volley ball are directed by a specialist.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school prioritises the needs of students for security and pastoral care. Homestay accommodation is good and residential accommodation is of a high standard. Students have access to a flexible programme of visits and excursions and a sporting programme, well adapted to their age and interests. *Care of students, Accommodation and Leisure opportunities* are all areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There were 82 14–17 year-old students enrolled at the school at the time of the inspection. During the summer months most of the students fall into this age group, and about half come as members of school groups from Italy and the Netherlands. The others enrol as independent students

C1 There is a clear and comprehensive safeguarding policy, with a designated safeguarding lead whose responsibilities are outlined in his job description.

C2 There is a good safeguarding section in the *Accommodation Handbook for Homestay Providers*, and hosts also receive a copy of both the safeguarding and Prevent policies. The welfare and student services manager also takes hosts through the policy at induction, and there is more information on their application form. Senior managers have advanced safeguarding training and all other employees have basic awareness training with face-to-face initial and refresher training from the designated lead.

C3 Safety and security is covered on the teenager page of the website, and the accommodation page includes curfew times.

C4 All members of staff and the lead homestay provider are DBS checked. The school requires written confirmation that drivers are checked, and group leaders bring copies of their national checks. Though inspectors were assured references are taken up by telephone, there is no record of these. (See also M5.)

C5 Students of 14–17 are not placed in adult classes. The supervision ratio for the teenagers ranges from 1:15 through 1:12 to 1:10 depending on the activity, and the teenage programme has an integrated leisure programme. When on trips to places such as London students may have up to two hours and 15 minutes of free time. The school does not operate a 'checking in' system during this time, and maps/handouts do not reiterate in writing the rules which are explained to the students orally.

C6 The situation in relation to what the students may do outside scheduled activities lacks complete clarity. Homestay hosts have a programme for their student(s) and are clear when to expect them home, but there is nothing to state what exactly students may or may not do between the end of activities and arriving home. The *Programme Participation for under 18s* form (the parental consent form) does not spell out when and where students will not be supervised.

Care of under 18s summary

The provision meets the section standard. A clear safeguarding policy and thorough staff training is in place, and its importance is well understood by all those in contact with 14–17 year-olds. Publicity gives a brief but satisfactory description of the level of care and support available. Recruitment procedures in relation to recording references taken up need tightening, as do the rules and permissions for what students may do outside scheduled activities and when they have free time on excursions.