

Organisation name	Britannia English Academy, Manchester
Inspection date	18–19 September 2018

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 comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W2 and S2 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Britannia English Academy in September 2018. 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).</p> <p>This private language school offers courses in general English for adults (16+) and vacation courses for under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Britannia English Academy was set up in October 2012 by the two owners and directors. It started in smaller premises nearby and moved to its current premises in April 2014. The academic manager (AM), who was the assistant director of studies (ADoS) at the last full inspection, was promoted to AM in November 2017. The management team are in the process of recruiting a new ADoS from the current teaching team. The accommodation and welfare officer was recruited in April 2017, a role which had previously been carried out by one of the directors. The current reception and administration manager was appointed in April 2018.

In 2015 the school began to enrol 16 and 17 year-olds on its adult courses. In the summer of 2016 the school began to offer junior summer courses (for ages 12–15) and in 2017 a junior summer centre was opened in York. In 2017 junior students (aged 11–15) also attended a summer course in the Manchester premises. A spot check was carried out at the York centre in 2017.

The inspection took place over two days. Meetings were held with the two directors, the academic manager, the accommodation and welfare manager and the reception manager. Focus group meetings were held with a group of students and a group of teachers and all but one of the teachers scheduled to teach during the inspection were observed. One inspector visited a residence and spoke to the manager on duty. The inspector also visited two homestays.

Address of main site/head office

12 Charlotte Street, Manchester M1 4FL.

Description of sites visited

The school occupies four floors of a building on a corner in a central area of Manchester. On the ground floor there is an entrance area with seating, a reception desk and an office for the directors and the sales and marketing team. There is also a toilet with disabled access, a storage area and a room for meetings. There are five classrooms on the first floor and three on the second floor, which also houses a study room with two computers and the teachers' room. The third floor has two classrooms, a social room for the students and a kitchen available to staff and students. There are male and female toilets on each of the floors above the ground floor. All floors are also accessible by a lift.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

General English, conversation and examination preparation courses for adults (16+) are offered in flexible patterns throughout the day between 08.30 and 20.20 so that students can put together a timetable that suits them. Business English classes are offered within the same time slots when there is demand. Classes may also be offered on Saturdays to suit students who work during the week. One-to-one and one-to-two classes are also available. Summer vacation courses for juniors (aged 11–15 in Manchester and 11–17 in York) are offered in July and August.

Accommodation profile

The school offers homestay and residential accommodation. Homestay accommodation is 30–45 minutes by bus from the school and in single rooms with breakfast and dinner. There are two types of residential accommodation: 'standard' residences about 30–45 minutes by bus from school, and 'exclusive' residences which are 10–20 minutes' walking distance from the school. Both types of residence offer single ensuite rooms with shared kitchens and living rooms.

One inspector visited two homestays and one 'exclusive' residence.

Summary of inspection findings

Management

The provision meets the section standard. Strategic and quality management is satisfactory but there is a need for more systematic collection of feedback from students and logging of action taken. Staff management and development is largely effective. Student administration is carried out efficiently and effectively, and with priority given to identifying and meeting individual client needs. Publicity is generally satisfactory, but some of the language used is inaccessible or inaccurate.

Premises and resources

The provision meets the section standard. The premises provide a comfortable and professional working environment for students and staff with good facilities for relaxation. There are adequate learning resources, appropriate for the needs of students and teachers.

Teaching and learning

The provision meets the section standard. The academic staff profile is satisfactory. Academic management is effective, although some routine practices are not carried out during busy periods. Courses are designed to meet the needs and interests of the students. However, there is little systematic focus on study and learning strategies. Students are given appropriate support to help them progress. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of the students for pastoral care, information and leisure activities are met. Accommodation is suitable and managed well. Arrangements for more regular fire drills and briefing staff on all emergency procedures need attention.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 in the school and in the accommodation provided. Training for the designated lead and deputy lead has not been completed to the level required.

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.	Not 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.	Not 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

M3 The structure for the operation is clear. However, insufficient academic management staff at peak times has resulted in the omission of some routine practices during these periods.

M5 There are school-wide feedback cycles twice a year and students are invited to complete feedback forms when they leave. However, no initial feedback is taken and there are no systems in place to record the feedback or action taken.

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.	Not 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.	Not 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.	Met

Comments

M9 Job descriptions are not sufficiently detailed and there is no evidence that they are updated. The duties of the designated safeguarding lead are not specified. Job descriptions were amended satisfactorily during the inspection and this is no longer a point to be addressed.

M12 Teaching and non-academic staff have annual appraisals and the directors carry out a self-appraisal. However, the AM has not had an appraisal since he took up this role in August 2017.

Student administration	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.	Strength
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.	Not 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

M15 Comprehensive pre-course information is given and personalised communication enables students to select and build a suitable course from the options offered. The student handbook is available on the website in a number of languages and in hard copy at reception.

M18 An effective system of storing and retrieving student details is in place, but records do not state whether the emergency contact speaks English.

Publicity	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.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not 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.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met

M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
The main media of publicity are the website and social media. The school also produces a printed brochure.	
M23 The text in the publicity contains a number of typographical and language errors. Some sections of the website are written in language which is inaccessible to speakers of English at B1 level. Errors on the website were corrected during the inspection so this is no longer a point to be addressed.	
M24 With one exception, the required information on courses is provided. The taught hours are described in 'lessons per week' with one lesson being 50 minutes long. This was rectified during the inspection and the total number of hours per week is now stated clearly so this is no longer a point to be addressed.	
M26 Sufficient information about the level of care given to under 18s is available in publicity. However, there is no distinction between the level of care given to 16 and 17 year-olds on adult courses and to the junior students attending the summer vacation programmes, who have different age-related rules.	
M27 The description of the accommodation at the junior summer centre in York is not accurate in terms of what services are available to the students. A revised description was produced during the inspection and this is no longer a point to be addressed.	
M28 Teachers on the ladies only courses are described as 'fully qualified' when this is not the case as all but one of the teachers in the school hold a TEFLI qualification.	
M29 On the website and on external signage the British Council logo was in use rather than the Accreditation Scheme marque. In some documentation, an outdated version of the Accreditation Scheme marque was in use.	

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.	Not 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	
P5 There are no fire evacuation notices in the classrooms but this was rectified during the inspection so is no longer a point to be addressed.	
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 applicable criteria in this area are fully met.	

Teaching and learning

Report expires 31 March 2023

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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
<p>T2 One teacher does not have an ELT qualification that meets Scheme requirements. A rationale was produced for this teacher, which was accepted because of her previous ELT teaching experience, coupled with the fact that she had followed an initial TEFL training programme with reasonable academic inputs and teaching practice, even though it did not fully meet Scheme requirements. There was good support from the academic manager.</p> <p>T3 The teaching team has a wide range of experience in terms of length of service and types of course taught. Some teachers of examination courses have specialist knowledge. Continuing professional development (CPD) sessions are largely informed by needs identified in lesson observations and student feedback and provide useful support in teaching towards courses offered. It was evident that the teachers support each other and guidance is given to less experienced staff.</p>	
Academic management	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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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.	Not met
Comments	
<p>T7 There is a very well-organised system for arranging cover, which is known to all staff; teachers' timetables include cover duties and the academic manager is available to cover at short notice if necessary.</p> <p>T8 Teachers are given appropriate guidance on how to manage continuous enrolment throughout the week. Overall the arrangements are effective, although teachers reported that occasionally students at lower levels struggle to adapt when joining a class mid-course.</p> <p>T10 Year-round teachers are observed annually and receive developmental feedback. However, during the last busy summer period, the academic manager's teaching workload meant that the temporary teachers were not observed.</p>	
Course design and implementation	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.	Not 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
Comments	

T15 Although students receive tutorials, no specific guidance is given in developing learning strategies such as the systematic recording of vocabulary, and no evidence was seen of such guidance being given in class.

Learner management	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

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	General English, conversation classes and an examination preparation class.

Comments

It was not possible to observe one of the teachers because of a timetable misunderstanding.

Teaching: classroom observation	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 provided accurate oral and written models and in some lessons lexis was labelled with helpful information such as grammatical and phonological information, the most effective also providing collocations. Some written models of lexis were decontextualised and therefore less helpful.

T24 Lesson content was based on coursebooks and was relevant to the groups being taught and appropriately adapted to the small groups. Student profiles were provided but there was no indication in lesson plans that teachers were planning differentiation.

T25 In the majority of cases lesson content was shared with the students, although not necessarily as a series of learning outcomes. Lesson staging was coherent and, in the stronger segments, the transitions between stages were clearly highlighted and contextualised.

T26 A range of techniques was used to good effect such as elicitation, clarification, concept checking, gesture, prompting and drilling. In most cases teachers provided practice in a personalised context. There were, however, some missed opportunities for promoting a variety of interaction patterns and tasks.

T27 In all but a few cases, whiteboards were zoned and organised clearly and there were some good examples of

effective use of colour. Some teachers used flashcards and prompts to promote speaking but overall there was very little supplementation of the coursebook material and activities tended to be very static.

T28 Some effective error correction was observed, including delayed error correction stages and prompts to peer and self-correct. Praise was given appropriately overall. Not all error correction was appropriately timed and tended to hinder fluency and some correction was too complex for the level of the students.

T29 Evaluation of learning was generally carried out through feedback stages following completion of coursebook tasks and monitoring of speaking activities.

T30 In all classes there was a positive learning atmosphere promoted by good use of personalisation, collaborative work, changes of partners and a generally appropriate level of pace and challenge.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being satisfactory. Teachers provided appropriate models of English, and the content of the classes was adapted to the needs of the students. Lesson content was generally shared with students, though not always in the form of learning outcomes. Teachers used effective techniques to engage students, clarify meaning and practise language. Materials were mainly coursebook based and in some cases more supplementation would have provided a greater variety of tasks. In most cases, students received helpful feedback on their use of the language, although some error correction was inappropriately timed or graded. Students were engaged in their learning and appropriately challenged.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Not 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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Not met

Comments

W1 Measures to ensure the safety and security of students on the premises are broadly satisfactory. There is an up-to-date premises risk assessment, entry to the school is monitored by reception staff and visitors sign in and out. There are two fire marshals, equipment is checked regularly and students are briefed about evacuation procedures at induction. Records of fire drills are kept but drills are only held annually and not before the busy summer period. Arrangements to hold a second fire drill every year were made during the inspection.

W2 The emergency action plan does not include procedures for locating and communicating with students who are not in school at the time of any emergency. The plan was amended following discussions during the inspection and is now comprehensive. This plan is not yet known to all staff.

W3 A very good standard of pastoral care is provided. Students are introduced to the welfare manager at induction and receive useful welfare information in their handbook. All staff know the students well and check regularly on their well-being. Hosts are made aware of the importance of their welfare role and liaise closely with the accommodation manager. A prayer room is available in school.

W7 The student handbook is attractively presented, comprehensive, up to date, and written in accessible language with effective use of visuals. The information is reinforced by noticeboard displays around the school.

W8 Sound advice on what to do if they are ill is given to students in their handbook and at induction but this does not include information about students' rights regarding medical and dental treatment through the NHS. This information was added during the inspection and is no longer a point to be addressed.

Accommodation (W9–W22 as applicable)	Met
All accommodation	

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

W9 The homestay accommodation visited was entirely satisfactory, with all the required services provided. Both hosts were welcoming, well informed and clearly engaged with their responsibilities for their student guests. The residence visited provides single ensuite accommodation of an exceptionally high quality.

Accommodation: homestay only

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 area are fully met.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities

	Met
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.	Strength
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

Comments

W23 Students receive up-to-date information on noticeboards, from staff and on the school's social media about a wide range of social, cultural and sporting events in the local area, including many free and seasonal events. The school's weekly programme includes regular activities that encourage students to integrate and socialise with each other, and at weekends students can opt to go on excursions organised by an external travel company, which are advertised in school.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	Not 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

Comments

The school enrolls 16 and 17 year-olds on its adult courses in the main school. At the time of the inspection there was one under 18 on a full-time course and one on a part-time course. A junior course is run for 11 to 15 year-olds in July and August in the Manchester premises. Courses for students aged 11–17 are run at the school's junior summer centre in York. Three classes ran in summer 2018.

S2 The policy is made known to all staff and hosts. All staff have completed basic awareness training. The designated lead for safeguarding is the welfare and accommodation officer but she has not yet completed specialist training. The deputy designated lead is the academic manager and he has only completed basic awareness training.

S4 One teacher has been working in the school for one year with no suitability check on file. The check was received on the second day of the inspection.

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 Sampling identified the following issues: The tax details of teachers employed on a self-employed basis are not held on record; although steps were taken during the inspection to rectify this, the school should seek further advice from the relevant regulatory body or obtain independent legal advice. The Copyright Licensing Agency guidelines were not displayed for staff wishing to photocopy published materials; this was quickly rectified during the inspection.

Organisation profile

Inspection history	Dates/details
First inspection	October 2014
Last full inspection	October 2014

Subsequent spot check (if applicable)	February 2016
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	Junior summer centre, Queen Ethelburga's College, York
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	17 July 2012
Ownership	Name of company: Britannia Academy Manchester Company number: 08146137
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	Queen Ethelburga's College, Thorpe Underwood Estate, York YO26 9SS Co-educational day and boarding school used for summer school for one week in July 2018. Three classrooms used.

Student profile

	At inspection	In peak week: 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	51	160
Full-time ELT (15+ hours per week) aged 16–17 years	1	5
Full-time ELT (15+ hours per week) aged under 16	0	16
Part-time ELT aged 18 years and over	94	15
Part-time ELT aged 16–17 years	1	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	147	196
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	Spanish, Saudi Arabian, Italian, Chinese, French	Saudi Arabian, Spanish, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	16–25
Adult programmes: typical length of stay	3 months	3 months
Adult programmes: predominant nationalities	Spanish, Saudi Arabian, Italian, Brazilian.	Spanish, Saudi Arabian, Italian, Brazilian.

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	18
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	6	

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	1

Comments

The academic manager is not timetabled to teach on year-round courses but has taught 10–14 hours per week on junior summer courses.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	11
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	13

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	15	0
Private home	0	0
Home tuition	0	0
Residential	2	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	1
Staying in privately rented rooms/flats	129	0
Overall totals adults/under 18s	146	1
Overall total adults + under 18s	147	