

Organisation name	British Learning Academy, Chichester
Inspection date	22–23 August 2023

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 accreditation with a spot check in the first 12 months.

Summary statement

The British Council inspected and accredited British Learning Academy Chichester in August 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers vacation courses in general English for under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, teaching, care of students, leisure opportunities, and safeguarding under 18s.

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

Introduction

This was the full inspection following a provisional inspection which took place in April. One of the inspectors on this inspection had carried out the provisional inspection.

British Learning Academy (BLA) was founded in 2011 by the current principal and centre manager. BLA runs junior summer centres in rented premises and since 2015 these have been on a Chichester University campus. The first four weeks of the course ran on the Bognor Regis campus (Chichester University) and the two-week course in August ran on the Chichester campus.

The inspection took two inspectors a day and a half. One inspector was onsite, and one inspector worked remotely. Meetings were held with the centre manager (CM), the teachers' co-ordinator/acting director of studies (DoS), the activity leaders' co-ordinator (ALC), and Chichester University conference manager. Focus group meetings were held with teachers, students, activity leaders and group leaders. All teachers timetabled to teach were observed. One inspector visited the residential accommodation.

Address of main site

University of Chichester, Bishop Otter Campus, Chichester PO19 6PE

Description of sites visited

Main site: The campus is located just a short walk from Chichester city centre. The teaching block, dining, recreational and sports areas and residential blocks are all located around a central outdoor meeting area and all within a short distance from each other. BLA had exclusive use of a large hall for assemblies and activities on the ground floor of the teaching block, with classrooms and a large open office space on the third floor. Another school was using classrooms on the second floor. Other spaces, including a gym, sports hall and outdoor playing fields were available on a rota system with the other school.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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, Young Entrepreneur and English with Sport courses are offered, all include an activities programme.

Management profile

The principal, CM, DoS and teachers' co-ordinator manage the day-to-day running of the centre, assisted by the ALC. The principal, CM and the teachers' co-ordinator work year-round, and other staff are employed on a seasonal basis, with many returning each summer. The DoS had been present for the first four-week course but, although still available for online support, had taken up another post in August. The teachers' co-ordinator took on the role of acting DoS for this course. The DoS is available on a consultancy basis during the year.

Accommodation profile

Accommodation is provided in residences on the campus. Boys and girls are accommodated in separate blocks in single or shared bedrooms. Bathroom facilities are ensuite or shared.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very well to the benefit of students, and in accordance with the provider's stated goals, values and publicity. The management and administration systems are well-established and effective, and continuity is ensured. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

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

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. The structure and management of courses needs further development in some aspects. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met. Tolerance and respect for others feature strongly in the ethos of the organisation and students enjoy a varied and interesting leisure programme. The residential accommodation is well managed and suitable. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Clear, detailed policies are in place and documentation is thorough. Safeguarding training is undertaken by all staff and regularly updated. The organisation carries out its duty of care in a number of ways, especially with regard to supervision of students. Careful monitoring takes place at all times. Accommodation is safe and secure. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M3 The structure of the organisation is very clearly presented to staff and students in inductions, handbooks and photo boards. As well as the year-round management team, many seasonal staff return every year. This ensures continuity and very effective cover arrangements.

M4 Both formal and informal channels of communication are very effective. As well as regular staff meetings, meetings with group leaders and the hosting venue are frequent and very much appreciated. Whole school assemblies every morning and an effective online platform mean that students and staff are always kept well-informed.

M5 There is a very good rate of return on online feedback questionnaires at the beginning and end of courses, and the results are carefully collated and analysed. On a day-to-day basis, students and group leaders have the opportunity to provide feedback. The daily incident book logs all instances of actions taken as a result of feedback.

M7 The review process is well-established and incorporates feedback from staff, students, group leaders and the hosting venue. There is evidence of changes made and actions taken as a result of the process, and the self-evaluation is detailed and kept up to date.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
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

M11 All staff are given very thorough inductions, including effective procedures for staff who join after the course has started. Recorded presentations are made available after the induction, and staff also receive handbooks. All staff reported that they had felt thoroughly prepared for their posts.

M12 Although there are effective procedures for monitoring both teachers and activity staff, appraisal procedures are not yet fully developed.

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

Comments

M14 Customer service is delivered to a very high standard to agents and to the parents of individual students. Evidence was seen of consistently good feedback. Group leaders praised the efficiency and helpfulness of staff.

M19 The policy of attendance is taken very seriously and enforced with immediate action taken if a student does not turn up for a lesson, an activity, or a meal.

M20 All staff, students and their parents are made aware of the procedures under which a student may be asked to leave the course. The rules are very clearly described in the student handbook and explained in detail to students at induction; students sign a learning agreement to say they have read and agree to abide by the rules. Details are given to parents in the parental consent form.

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.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
The main medium of publicity is the website. Brochures can be downloaded from the website. All criteria in this area are fully met.	

Premises and resources

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

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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
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

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

T3 The teaching team at the time of the inspection were all very experienced in teaching young learners on vacation courses and in both mainstream and ELT settings.

T4 A rationale was provided for the teachers' co-ordinator/acting DoS who has many years of experience, and had completed the course to become TEFLQ, but was awaiting final confirmation of the results. The rationale was accepted within the context of this inspection because the qualified DoS is available as required and to provide input and support.

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.	Met
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T9 The teachers' co-ordinator was not scheduled to teach and was always on hand to provide guidance and support to teachers. Teachers reported that the support they received was excellent.

T10 Observations are carried out by the TEFLQ DoS and provide effective monitoring. However, although teachers found the feedback helpful, action planning was not included.

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.	Not 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.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments	
T11 Course design is based on stated principles and is based around topics. However, the structure of the course is still under development. A course syllabus and outline lesson plans are described in writing at one level only, and currently teachers have to adapt their lessons and the suggested resources to the different levels.	
T13 Although teachers generally inform students at the beginning of lessons what the topic and learning outcomes are, these are not available in writing.	
Learner management	
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.	N/a
Comments	
All applicable criteria in the above area are met.	

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English
Comments	
All three teachers were each observed by both inspectors.	

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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.	Strength
Comments	
T23 Teachers gave appropriate models of written and spoken English and clear explanations of grammar and lexis.	
T24 The course objectives were well met and despite the newly formed classes, teachers showed a very good awareness of their students and were accommodating their needs with sensitivity. There were suitable strategies in place to deal with the broad range of levels in some classes.	
T25 Students were made aware of the lesson outcomes at the beginning of each lesson and reviews were planned for the end. These outcomes were achieved by a very coherent sequence of activities.	
T26 A broad range of very appropriate teaching techniques was used very confidently. These included effective elicitation, concept checking and pronunciation drilling. Techniques to keep young learners engaged were also very effective.	

T27 Teachers used the technology with confidence and competence. Materials, including worksheets and video clips were well chosen and classrooms were arranged well.

T28 Teachers used a range of feedback techniques effectively, including giving praise for encouragement.

T29 Learning was effectively evaluated by monitoring, class feedback and short tasks.

T30 A variety of interactions including pair work and group work kept students motivated and engaged. Timings were well managed, especially in classes with younger students. Classroom management was very good in all cases.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being very good. Teachers showed a sound knowledge of the language. Course objectives and individual needs were met very well, and outcomes were achieved through entirely appropriate activities. The broad range of teaching techniques and management of resources and technology demonstrated the relevant experience of the teachers. Techniques to deliver feedback and to evaluate learning were effective, and teachers created very positive learning environments.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Very good provision is in place to ensure the safety and security of students. Detailed premises risk assessments are in place and records of regular fire drills were seen. Communication with the host institution is very good at all levels and particularly so over any issues of safety and security; the site provides a very secure location for students.

W2 A comprehensive major incident plan has been created with external expert advice. Staff spoken to were aware of the plan and what action should be taken in the event of any major incident on or off site. Students are given information at induction and reminded of safety procedures before excursions. BLA has identified safe areas to gather at all major excursion destinations.

W3 A great deal of help and support is given to students; their welfare and well-being is part of the ethos of the school and is at the heart of what is offered. All members of staff spoken to felt they played a role in ensuring the well-being of the students.

W4 Information on tolerance, respect for everyone and abusive behaviour is visible on posters on site and in the student handbook. Posters display clear, simple, graphic information, very relevant to the age of the students; further information is given to students at induction.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met

W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

All the criteria in the above area are fully met.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

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

Comments

None.

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

Comments

W24 Students benefit from a well-designed and interesting leisure programme. A variety of activities is offered to ensure all interests are catered for. The programme is designed to take the local area into account, with many additional activities to cope with unforeseen circumstances, such as poor weather.

W25 The leisure programme is well organised and resourced; plans for each activity are thorough, activity leaders are well briefed and very aware of their responsibilities.

W26 Very good systems are in place to ensure students are well looked after and that their safety is paramount. Risk assessments are thorough and are 'live' documents; staff organising and attending excursions and activities give feedback and can report any incidents immediately directly onto the shared platform, so that risk assessments can be updated when necessary.

W27 All staff receive training at induction and, wherever possible, are matched to activities where they have particular interest or expertise. Activity staff are encouraged to suggest additional or alternative activities and to be responsive to levels of student engagement and enjoyment.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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 residential summer courses are for students from 11 to 17. Students aged 18 may be accepted as part of a closed group. At the time of the inspection all students fell within the 11 to 17 age range.

S1 There is a comprehensive safeguarding policy and procedure in place, which has benefited from expert input and is reviewed every year. A wide range of practical supporting documents is in place such as a safer recruitment policy and guidance for everyone in the organisation on appropriate behaviour and keeping children safe.

S2 All staff receive safeguarding training and guidance and everyone coming into contact with the organisation is made aware of the safeguarding policy. Students are made aware of the relevant points of the policy at induction.

S5 Arrangements for the safety and supervision of students at all times are very thorough. Several roll calls are held throughout the day to check attendance. The staff-student ratio is 1:10 or 1:15, depending on the risk level of the activity.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	Provisional April 2023
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a

Current accreditation status	Provisionally 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	2011
Ownership	Name of company: GO UK Schools Ltd Company number: 09447896
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Bognor Regis Campus, University of Chichester. Residential, teaching, dining, sports and activities facilities as needed. Used for first four weeks of the course.

Student profile	At inspection	In peak week: July 2023 (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	5
Full-time ELT (15+ hours per week) aged 16–17 years	7	40
Full-time ELT (15+ hours per week) aged under 16	34	57
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	41	102
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17 (18 if part of a group)
Junior programmes: predominant nationalities	Italian	Italian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	5
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	3	

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	1
Total	2
Comments	
No teaching hours scheduled. The DoS was available if needed during the inspection. The teachers' co-ordinator was acting DoS.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	3
Comments	
One teacher: QTS in modern foreign languages	

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	41
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>	N/a	N/a
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
	N/a	N/a
Overall totals adults/under 18s	N/a	41
Overall total adults + under 18s	41	