

Organisation name	Capital School of English, Cardiff
Inspection date	11–12 June 2019

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 W17, S5, and D1 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Capital School of English, Cardiff in June 2019. 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 (18+) and young people (16+), vacation courses for under 18s and courses for closed groups of under 18s.</p> <p>Strengths were noted in the areas of care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Capital School of English (CSoE) is a family-run school which was founded in October 2013. The first course began in January 2014 with one student, and student numbers have steadily increased since then with a significant increase in summer 2017. The school is owned and run by a director who previously worked at another British Council accredited school in Cardiff for many years.

The inspection took place over two days. The two inspectors had meetings with: the director, academic manager (AM), welfare director (WD), and operations manager (OM). Meetings were held with a group of students and a group of teachers. All teachers scheduled to teach at the time of the inspection were observed. One inspector visited three homestays: two were hosting under 18s, and one was hosting an adult student.

Address of main site/head office

63–65 Cowbridge Road East, Cardiff CF11 9AE

Description of sites visited

The school is located near the city centre and is close to local amenities and major public transportation routes. There is a large park close to the school. The premises comprise the ground, first and second floors of two adjacent three-storey buildings, which have separate entrances but are connected on the second floor. The large reception office is on the ground floor of number 63, where there is also a student lounge and small kitchen. There is a student lounge/study room, toilets and two classrooms on the second floor, and a further two classrooms on the third floor. In number 65 there are five classrooms and two toilets on the first floor and four more classrooms on the second floor. A side entrance to number 65 leads to an office, a teachers' resource room, a toilet, and a staffroom with kitchen.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input 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"/>
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

Students aged 16 and 17 are integrated on courses with students aged 18+. Most students follow a morning programme of 16 hours general English per week, but morning and afternoon IELTS courses run regularly. Students who choose a 22-hour programme can supplement the morning programme with four early afternoon sessions per week. Some students enrol for one-to-one lessons.

There is also a junior summer programme (12–16 years), as well as group programmes and mini-stays throughout the year.

Management profile

Day-to-day operations at the school are handled by the company director/school manager along with the director of student welfare, with assistance from the academic manager and operations manager.

Accommodation profile

Only homestay accommodation is provided. There are 53 hosts on the register, a good number of whom can accommodate more than one student. Only a limited number of hosts live close to the school; in most cases students need to take a bus, but all hosts are located close to a regular bus service.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the school is appropriate and communication channels are satisfactory; student administration is generally carried out efficiently and effectively.

Premises and resources

The provision meets the section standard. The premises provide students and staff with an appropriate environment for work and relaxation. Learning and teaching resources are generally sufficient for the courses run.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Academic management is appropriate, and course design and learner management were generally of a high standard. Student progress is appropriately monitored. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Very good provision is made for the care of students. The homestay accommodation provided is satisfactory, but there are some points to be addressed in relation to the management of accommodation and the systems used. Leisure opportunities are entirely appropriate for the needs and interests of the students, and are well managed. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Overall students under the age of 18 are appropriately safeguarded within the organisation and in the leisure activities and accommodation provided. There is a need for urgent action to produce a systematic risk assessment of the risks to under 18s in sharing the building with adult students.

Declaration of legal and regulatory compliance

Sampling of documentation revealed issues in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M2 Management has identified areas they want to develop, but further detail is needed about the steps needing to be taken and the time frame.

M7 Appropriate review mechanisms are in place. The self-evaluation against inspection criteria is descriptive and indicates sources of evidence but is not explicit in identifying areas for improvement.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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

M12 There is an effective appraisal system in place for teachers but administrative staff and managers have not been appraised.

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.	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.	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

M18 Insufficient attention is paid to ensuring that the local address of all students is up to date.

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.	Not 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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, brochures, and social media. The CSoE website is considered the main medium of publicity.

M24 Publicity is generally clear and accurate but notes on course principles are written in inappropriate language for students. These were modified during the inspection and this is no longer a point to be addressed.

M25 Costs of exam fees are not included in costs. These were added during the inspection and this is no longer a point to be addressed.

M26 The level of care for 16–17 year olds is not included in publicity. This was added during the inspection and is no longer a point to be addressed.

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.	Not 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

P1 Overall, the premises provide a comfortable environment for students and staff but at the time of the inspection the two toilets in one of the buildings had no hand-drying facilities.

P2 In general, learning areas provide a suitable study environment but teachers reported that during summer courses a few classrooms are very cramped.

P5 There are appropriate display areas for general information but directional signage for classrooms is insufficient.

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

P7 Generally resources for teachers are sufficient but there are only a limited number of methodology materials for one-to-one teaching and teaching young learners, both of which are offered by the school.

P10 There is a small study/relaxation room with a few resources for students to use, but nothing developed enough to qualify as a self-access centre.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments	
All criteria in this area are fully met.	
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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
T7 Teacher absence is covered by the DoS or, occasionally, by supply teachers. From time to time classes of the same level have been merged. Care is taken to ensure that class maximums are not exceeded.	
T8 In general continuous enrolment is handled well, but more support needs to be given to teachers in relation to modifying schemes of work to meet the needs of new students.	
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.	Strength
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.	Strength
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	
T12 Changes to course design to meet the needs of junior students have been very well considered and implemented.	
T13 Course outlines and learning outcomes are discussed with students but are not in written form.	
T15 Study and learning strategies are very well integrated into course programmes and were well executed in the lesson segments observed.	
Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	

T17 Placement procedures are effective and assessment covers all relevant areas. Starting levels are reliably linked to the Common European Framework of Reference (CEFR) levels.

T18 Generally, students' progress is appropriately monitored but there are very limited formal tracking and support systems for long-stay students.

T21 Both course completion and academic progress reports are available to students depending on the length of stay. Both give personalised commentary.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	General English classes at different level and an IELTS class.

Comments

Seven morning classes and one afternoon class were observed.

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 Knowledge of the grammatical systems was sound, and in the best lesson segments observed there were clear explanations and helpful modelling. In some lessons vocabulary explanations were unclear.

T24 Most teachers were sensitive to students' cultures and their individual needs, and integrated useful learner training into their lessons. In some segments the content of lessons was less appropriate.

T25 Many lesson plans indicated well-structured lessons with clear staging and a coherent sequence of activities. However, in some lessons aims were vague and learning outcomes were not made clear to students.

T26 There were several lessons in which good teaching techniques were employed, such as purposeful eliciting and good scaffolding, but in others a limited range of techniques was in evidence, and there was often too little concept checking and focused practice.

T27 Classroom management was generally effective. In the better classes coursebooks and whiteboards were used well.

T28 There were good examples of self- and peer-correction but many teachers relied on teacher-only feedback.

T29 There were opportunities to evaluate learning in most lesson plans seen.

T30 Teachers created a positive learning atmosphere. Instructions were clear although understanding was rarely checked. In the best segments seen activities were personalised, and students were completely engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, half of which was good and half of which was satisfactory. Knowledge of the grammatical systems was sound, though some vocabulary explanations were unclear. Lesson planning varied in effectiveness. Some lessons were well structured but in others the learning outcomes were unclear. A good range of teaching techniques was in evidence in some classes but in others the range was limited. Classroom resources were managed competently overall, and there was effective feedback provided to students in some lesson segments observed. There were opportunities to evaluate learning in most lesson plans seen. Teachers' instructions were clear and in the best lessons, activities were personalised. There was a positive learning atmosphere in all classes.

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.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Comprehensive measures are in place to ensure the safety and security of students on school premises. Entry to the building is controlled by key pad, and is closely monitored by reception staff; a full risk assessment of the premises is complete and displayed at every location around the building; there are trained fire marshals, fire drills are held quarterly and logged.

W3 The school has a strong ethos of caring for its students, backed up by a wide range of effective practical measures. The welfare director takes time to get to know all students individually and to be readily available to deal with any queries or issues. Specific induction sessions are organised for under 18s.

W6 Comprehensive information is available in advance, both on the website and in a specific pre-arrival information sheet sent to all students. Transfers are arranged with experienced, DBS-checked drivers.

W7 A full range of information is available at induction and in the student handbook. The reception team see it as an important part of their role to be easily available to provide advice and information in this area. This approach is very suitable for the needs of the typical students in the school.

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.	Not 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 three homestays visited were all different in terms of size and location. However, they all offered the facilities required by Scheme criteria, and the hosts were all welcoming and interested in their students' welfare.

W11 All accommodation is inspected, and re-inspected by the welfare director. The records sampled contained evidence of regular re-inspections, but the organisation of the files does not make it easy to see that all information is up to date.

W12 Students are sent written confirmation of the accommodation booked. However, in some files sampled the description of the homestay accommodation sent to students was written in language not easily accessible to students. In one homestay visited, two individually enrolled students were sharing a room, although they had booked on the understanding that they would have a single room each.

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.	Not 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

W17 At the time of the inspection, eight hosts were accommodating more than one student; of these, six were hosting students with the same language; there was no evidence that this had been requested by the students before arrival.

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.	N/a

Comments

W22 The school provides information about available residential and other accommodation on request, but does not recommend it.

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.	Strength	
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.	Met	
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.	Met	

Comments

W23 Students are given very full information about local events and activities and they are actively encouraged to participate where possible. Staff often accompany the students to these events.

W24 The leisure programme is arranged to suit the interests and requests of the students. There is generally very good attendance and students expressed their enjoyment and appreciation of the programme.

W26 There are both generic and specific risk assessments and very comprehensive guidelines for staff, which include procedures to follow in an emergency. Risk assessments also include reference to the crisis management plan.

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.	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.	Not 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

At the time of the inspection there were eight students aged 16 or 17 enrolled on the adult general English programme. During the academic year courses are organised for closed groups which often consist of under 16s, and in the summer there is an open-enrolment off-site junior course for students aged 12–16.

S1 The safeguarding policy is clear and sets out a wide range of relevant information. However, it does not make sufficient differentiation between the needs of 16/17 year-olds on adult courses and those of younger children on closed-group and summer courses.

S2 All staff and associated stakeholders are thoroughly trained in safeguarding procedures. As well as online basic awareness training, all staff take a school-designed safeguarding test; homestay providers take an online basic awareness test (if necessary, at the school). The staff code of conduct in relation to safeguarding is kept in all class files.

S3 Parents/guardians are required to complete and return a consent form. The version in use at the time of the inspection was adequate but rather limited in coverage; it is being replaced by a version, shown to the inspectors, which is more comprehensive.

S5 During the academic year, closed groups of under 16s are taught in the school alongside adult students. A range of measures is in place to ensure the safety of the under 18s, including a staggered timetable with different break times, and good supervision ratios. However, some areas of risk (for example the potential for young learners to use kettles in the student lounge) have not been identified, and a full risk assessment of the premises in relation to its use by under 18s is needed. The need for such a risk assessment was identified for action in the 2016 spot check.

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 issue: there are no CLA guidelines at the photocopier about copying restrictions; not enough has been done to implement changes required by GDPR legislation. The school should seek further advice from the relevant statutory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	January 2015
Last full inspection	January 2015
Subsequent spot check (if applicable)	March 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	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	October 2013
Ownership	Capital School of English, Cardiff Company number: 08728395
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 and not visited	N/a

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	54	50
Full-time ELT (15+ hours per week) aged 16–17 years	8	40
Full-time ELT (15+ hours per week) aged under 16	0	30
Part-time ELT aged 18 years and over	4	6
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	66	126
Junior programmes: advertised minimum age	N/a	12
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Spanish, Italian, Omani
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–30	18–28
Adult programmes: typical length of stay	6–2 weeks	2–4 weeks
Adult programmes: predominant nationalities	Saudi Italian, Bahraini, Spanish	Saudi Italian, Bahraini, Spanish

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	13
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	1	

Academic manager qualifications profile

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

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	8
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	37	7
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
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>		
Staying with own family	0	0
Staying in privately rented rooms/flats	22	0
Overall totals adults/under 18s		
	59	7
Overall total adults + under 18s		66