

Organisation name	Cardiff English Language Academy
Inspection date	5 June 2019
Current accreditation status	Accredited
Reason for spot check	Routine: newly accredited institution

**Recommendation**

We recommend continued accreditation with a supplementary inspection within 12–18 months, ideally at a time when the school has more students, to assess systems not fully implemented at the time of the routine spot check and to check on outstanding points to be addressed.

**Changes to the summary statement**

The need for improvement in publicity can now be removed.

**New summary statement**

The British Council inspected and accredited Cardiff English Language Academy in June 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](http://www.britishcouncil.org/education/accreditation) for details).

This small private language school offers courses in general English for adults (18+).

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

**New summary 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 its publicity and the provider's stated goals and values.

**Organisation profile**

Inspection history	Dates/details
First inspection	June 2018
Last full inspection	June 2018
Subsequent spot check(s) (if applicable)	June 2019
Subsequent supplementary check(s) (if applicable)	N/a
Subsequent interim visit(s) (if applicable)	N/a
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

Student and staff profile	At inspection	In peak week: January
Total ELT/ESOL student numbers (FT + PT)	9 (2 FT, 7PT)	11
Minimum age (including closed group or vacation)	18	18
Typical age range	20–40	20–40
Typical length of stay	12 weeks (FT), 6 months (PT)	12 weeks (FT), 6 months (PT)
Predominant nationalities	Saudi, Spanish, Italian	Saudi, Spanish, Italian

Total number of teachers on eligible ELT courses	1	3
Total number of managers including academic	1	1
Total number of administrative/ancillary staff	0	0

### Premises profile

Address of main site	2 <sup>nd</sup> Floor, 26–27 St Mary Street, Cardiff CF10 1AB	
Additional sites in use	N/a	
Additional sites not in use	N/a	
Sites inspected	26–27 St Mary Street, Cardiff CF10 1AB	

### Introduction

#### Background

Cardiff English Language Academy (CELA) began as a teaching operation in private homes in March 2017 before securing its current premises in March 2018. The director is also one of the two owners of the school, and teaches as well as providing academic management. She has developed all the school's systems in readiness for expansion, although the expansion anticipated at the full inspection has not taken place. At the June 2018 inspection, the inspectors commented that as the school was still young, some systems had yet to be fully implemented. This remains the case.

The director and one teacher, who joined the school in March, currently provide all the teaching. A third teacher living locally is occasionally used to provide cover if required. Most students live and work locally and are able to enrol flexibly for between two and six hours a week. Lessons take place only during the day.

Two full-time students were present at the time of the spot check. Both had joined at the start of that week. One had come through an agent in his country and was staying in a homestay arranged by an agency; the other was living and working locally and had come to the school on the recommendation of a colleague at work. However, a group of eight full-time students from the Middle East was due to join the school in the week following the spot check and to stay until the end of the year. The director was recruiting two further part-time teachers to teach this group. From evidence seen they appear to be appropriately qualified. The teacher teaching on the day of the spot check has a TEFL qualification that appears to meet the Scheme requirements except that it was not clear whether the six hours' supervised teaching practice had been an integral part of or additional to his course. The inspector told the director that a completed qualifications evaluation form would be required at the next inspection as the status of this ELT qualification was uncertain.

The school has remained very small since its first inspection in 2018. There were 21 full- and part-time students in 2018, although most of the part-time students were studying at the school for many months. Since July 2018, student numbers enrolled per month have ranged from seven to 11, with an average monthly total of eight.

#### Preparation

The inspector was sent relevant information in advance, looked at the website and telephoned the director the day before to check that students and staff would be present when he planned to visit but did not specify when the spot check would take place.

#### Programme and persons present

The inspector arrived at the school at 10.30. He had meetings with the director, the teacher and the two students present. He examined a range of documents and records including action plan, staff files, professional development records and plans, teacher observation records, social activity plans, school policies, a student-induction checklist, a completed entry test, and discussed several of these documents with the director. He looked at the lesson plan of the teacher working but did not observe him teaching. He left the school at 14.30.

### Findings

Findings are reported in the following section and in the Action taken on points to be addressed.

#### Management

There have been no significant changes in staffing since the last inspection. Findings are reported in the following section and in the Action taken on points to be addressed.

#### Premises and resources

There have been no significant changes in premises and resources since the last inspection.

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**Teaching and learning**

Findings are reported in the Action taken on points to be addressed.

**Welfare and student services**

Findings are reported in the Action taken on points to be addressed.

**Declaration of legal and regulatory compliance**

Findings are reported in the Action taken on points to be addressed.

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<b>Publicity</b>	<b>Met</b>
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.	Not 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**

Criteria M23, M24 and M27 were not met in the 2018 inspection report, and the school's publicity was identified as an area in need of improvement. The school is not currently producing a printed brochure and relies solely on its website for publicity, along with personal recommendation.

M22 The website could well lead potential students to expect a larger school providing a greater range of courses and at more levels than was the case at the time of the spot check. The fact that some students are able to study part-time for just a few hours a week, and that they may be integrated into classes with full-time students, is not made clear in publicity.

M23 The typographical errors and examples of unnatural English noted in publicity at the 2018 inspection appear to have been corrected.

M24 The times of classes or 'course sessions', which were not included in publicity at the time of the inspection, have been added.

M27 Publicity at the time of the last inspection did not give an accurate description of the accommodation offered, and who was responsible for arranging and managing it. The website now describes the accommodation offered clearly and explains it is arranged and managed by an agency. (The school uses an agency registered with the British Council to provide its homestay accommodation.)

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**Action taken on points to be addressed**

*Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed. Only points reviewed during this spot check are included here. Any points outstanding will be checked at the next full inspection.*

**Points which must be addressed within six months****Management**

M23 There are many typographic errors in publicity, as well as some examples of unnatural use of English.

**Addressed, see above.**

M24 Times of classes are not included.

**Addressed, see above.**

M27 It was not made clear in publicity who had responsibility for arranging and managing homestay accommodation.

**Addressed, see above.**

**Welfare and student services**

W2 There is currently no plan in place to respond to any emergency.

**Addressed. The school has produced a CELA Emergency Management Plan and Procedures and the director has attended emergency response training.**

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W4 The policies and procedures, which are presented in the student handbook, are not in accessible language for the students.

**Partially addressed. This comment related in particular to the school's *Abusive and unacceptable behaviour policy*. The wording of this has been revised but still contains some language that could usefully and easily be simplified.**

W22 The school lists hotels and guest houses, but these have not been visited and there are no procedures in place for monitoring.

**Addressed. The list of hotels and guest houses has been removed.**

### ***Other points to be addressed***

#### **Management**

M2 An outline plan was provided, but it was insufficiently detailed and did not set out steps needed to achieve objectives, or any timeframe for progress.

**Addressed. A more detailed plan for the years 2019, 2020 and 2021 has been produced.**

#### **Teaching and learning**

T8 Course design does not explicitly take into account issues created by continuous and flexible enrolment patterns. There is no guidance for teachers and insufficient attention has been paid to potential logistical problems.

**Partially addressed. Some guidance is given in the *Teachers Guide* but more explicit guidance on how to deal with the needs of students attending for only one or two days a week alongside those attending full-time is needed.**

T13 Written course outlines are not available to students.

**Partially addressed. The school uses a popular coursebook series and the course syllabus is essentially the coursebook content for that level. The coursebook contents, unit by unit, for all levels are posted on the noticeboard in the student area. Schemes of work for particular weeks are not posted in classrooms, and it was not clear how the attention of part-time students was drawn to the content of the lessons they had missed.**

T15 Course design and materials do not include specific guidance on study and learning strategies, and these are not highlighted in outline syllabuses or covered systematically.

**Not yet addressed. Teachers and coursebook materials may provide students with guidance on study and learning strategies, but this area of course design is neither highlighted nor covered systematically.**

T24 Plans did not contain any information on, or refer to, students' learning needs, learning styles or cultural backgrounds.

**Addressed. The lesson-plan template that teachers are asked to use has been redesigned to include a class profile. The teacher's plan seen on the day of the spot check included this information.**

T25 Aims were not always very specific or clear and there was no evidence that planned outcomes had been shared with students.

**Addressed. The lesson-plan template that teachers use asks them to specify lesson aims in terms of learning outcomes, and the plan seen on the day of the spot check did that. However, teaching was not observed, so the inspector did not see the teacher sharing planned outcomes with the students.**

#### **Declaration of legal and regulatory compliance**

D1 All teachers work as self-employed and there is no evidence that this status has been checked.

**Addressed. The school now checks teachers' self-employed status and keeps a copy of their HMRC unique tax reference numbers on file.**

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### **Conclusions**

Although satisfactory action has been taken by the school to address most of the points raised in the first inspection report, student numbers remain small with the result that some systems have yet to be fully implemented.

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