

Organisation name	Celtic English Academy, Cardiff
Inspection date	10–12 November 2021

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 S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Celtic English Academy, Cardiff in November 2021. 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 school offers residential courses in general and professional English for adults (18+) and young people (16+) and vacation courses for under 18s in school premises and online.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, academic management, learner management, care of students, accommodation and leisure opportunities.

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

Introduction

Celtic English Academy (CEA) was first inspected in 2008 and last inspected in 2016.

Throughout the year, CEA offers general English and examination preparation courses to students aged 16+. In addition, the school offers closed group courses for juniors aged 12–17. There are business English courses during the afternoons and teacher development courses upon demand throughout the year. At the time of the inspection four female-only classes were running. The majority of classes are delivered face-to-face, with two online courses running during the inspection.

The inspection took the equivalent of two days spread over a three-day period. Due to the global pandemic, the inspection was conducted remotely. The two inspectors held interviews with the chief executive officer (CEO), director of studies (DoS) and their assistants, the operations manager, the business development manager, the organisational development and communications manager as well as other members of the marketing and business team and the student services management team. Two focus groups were conducted with students, one of which was for the participants of the female only classes. In addition the inspectors held a teacher focus group. They watched a recorded virtual tour of the premises and asked staff and students specific questions about the premises and resources. All teachers timetabled during the inspection were observed remotely. One inspector had a virtual tour of two homestays and the student residence, and interviewed two hosts and the residence manager.

Address of main site/head office

18 Park Grove, Cardiff CF10 3BN

Description of sites observed

The school occupies three houses, numbers 18, 14 and 12 Park Grove, situated in a central position in Cardiff, with easy access to transport and shopping centres. Number 18 comprises four storeys, including a basement, whilst the other two are three-storey houses. Each house has its own entrance. The entrance to number 18 is monitored by reception staff and the other two entrances are protected by key pads. The reception area, offices, an IT room and teachers' workrooms are located at 18 Park Grove, which houses the management and administration of the school as well as eight classrooms of different sizes. Number 14 consists of seven classrooms, and a student lounge. Number 12 houses a further seven classrooms and a student lounge.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Year-round CEA offers general English, examination preparation and business English courses for students aged 16+, and closed group courses for adults and students aged 12 to 17. Courses run in the morning, at lunchtime and in the afternoon. Students can follow a programme of 15, 21 or 30 hours a week. In the summer the school also offers vacation programmes for students aged 11 to 17 at the school and in a residential setting in north Wales. One-to-one classes are offered throughout the year.

Management profile

The CEO has oversight for the day-to-day management of the school and its operations supported by the DOS. The organisational development and communications manager has responsibility for the administrative functions of the school with the operations manager. The DOS has responsibility for the academic programme. The CEO reports to the chair who has no direct involvement in the day-to-day running of the school.

Accommodation profile

The school offers and directly organises half-board and full-board homestay accommodation for adults, and full-board homestay accommodation for students aged under 18. Homes are within a 30-minute bus ride from CEA. CEA has approximately 70 homestays on its books; at the time of the inspection there were 13 students accommodated in 11 homestays. Self-catering accommodation for adults is organised by CEA in a purpose-built student residence owned by a private company. The residence is in the centre of Cardiff within a 15-minute walk of CEA. Accommodation is in single, ensuite rooms with a shared kitchen or in studios with bathroom and kitchen. There is a communal laundry room. At the time of the inspection there were 13 students in single rooms and one couple sharing a studio flat. One inspector had a virtual tour of two homestays and spoke to the hosts via video link. She viewed a virtual tour and spoke by telephone to the manager of the residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and its attractive accurate publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively. *Strategic and quality management, Staff management, Student administration and Publicity* 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 profile of the students and teachers. Guidance for the use of resources is available to staff and students when needed.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive good support, and overall the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. The accommodation provided is suitable and the management of the accommodation systems works to the benefit of students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision now meets the section standard; some points were addressed during the inspection. There are appropriate policies and training to ensure the safeguarding of students under the age of 18 within the organisation and in any leisure activities and accommodation provided. However, there is a need for the organisation to ensure that the policies are always fully implemented.

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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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

M1 The goals and values are known and understood by all staff and are in evidence in the day-to-day working of the school. Staff were involved in the development of the goals and values.

M2 There are clear medium and long-term objectives for the organisation which are linked to individual and departmental goals and reviews. There is a planned process in place to systematically review objectives.

M3 The operation is very clearly structured. Staff know and understand their own roles and those of their colleagues and are able to provide cover for each other when needed. The operation's structure is effectively communicated to staff and students through the website, handbooks and notices around the building.

M4 A range of formal and informal channels of communication is used to good effect. This includes regular minuted meetings at all levels, as well as newsletters and updates for all stakeholders.

M6 Formal and informal feedback mechanisms ensure all staff have the opportunity to give feedback on the services offered. These include surveys, exit interviews and an online suggestion board where evidence of action taken is also shared.

M7 A comprehensive and quality review cycle is in place, including the incorporation of individual and departmental performance.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
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.	Strength

Comments

M8 Policies are made known to staff through contracts and handbooks. The provider ensures a happy healthy workplace which takes into account employees' individual circumstances.

M11 Induction is thorough and well structured. Job shadowing and mentoring arrangements are in place to support new staff in their roles.

M12 The appraisal system is robust, supportive and effectively recognises achievements and sets targets. The procedure is linked to departmental and school-wide reviews, ensuring that appraisals are integral to the culture of the organisation.

M13 All staff are engaged in continuing professional development (CPD), and it is central to the ethos of the organisation. CPD opportunities range from generic training to more personalised and job-specific opportunities.

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.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	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

M14 Administrative roles are clearly defined. Office staff receive comprehensive induction and ongoing training, including one-to-one time with each department, to ensure that they understand all aspects of the operation. As a result of this, they are able to provide effective cover for each other. The school's database effectively supports the management of all administrative aspects of the operation.

M15 Comprehensive pre-course information is available to students through direct communication, as well as the school's website. Students and their representatives can contact the school through a variety of channels, and the school has a multilingual staff.

M16 Enrolment, cancellation and refund policies and procedures have been updated to reflect uncertainty over travel due to the pandemic. They are clear, comprehensive, fair, student friendly and offer flexibility.

Publicity	Area of strength
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.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Strength
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, an adult brochure, a junior brochure, and various leaflets giving information about particular services or courses. In addition, the school has a blog which is regularly updated, as well as a social media presence. The website, followed by the brochure, are considered the main media of publicity.

M23 All information is very well written in accurate English that is highly accessible.

M24 Course information is clear, detailed, consistently presented and includes information regarding anticipated outcomes and progress.

M27 There is clear, comprehensive accurate information describing the types of accommodation available, including photos and videos of accommodation 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.	Strength
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.	Strength
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 The premises are recently refurbished, decorated and are very clean. The décor is attractive and in keeping with the school's branding.

P5 Signage and noticeboards around the three buildings are visually attractive, consistent and branded. Signage offers students and visitors very clear directions.

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.	Strength
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.	Strength
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

P8 A selection of reference and methodology books is available for teachers, as well as a good range of in-house materials. Teachers are provided with laptops and also have access to digital learning materials.

P9 All classrooms have interactive whiteboards and teachers are trained to use them as part of their induction. In addition, the school provides ongoing professional development in the use of technology in the classroom.

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.	Strength

Comments

T4 All members of the academic management team are TEFLQ and have extensive relevant teaching and management experience.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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.	Strength

Comments

T5 The DoS matches teachers to courses based on knowledge of their strengths and connected to CPD to extend and develop the capacity of the teaching team to work on a variety of courses.

T6 The timetable is prepared and made known to teachers well in advance. In addition, the DoS prepares for different timetable models in case of alterations in student numbers, and ensures that teachers are aware of potential changes.

T9 The academic management team are available and approachable for day-to-day support, either face-to-face or via social media channels. Teachers reported that academic guidance took a variety of forms and was excellent.

T10 All teachers are observed at least once per year. Feedback on observations is of a high standard and teachers spoke highly of this. Observations are linked to appraisal and to CPD.

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.	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.	Strength

Comments

T16 The course offer includes a range of additional interest groups where students can improve and develop specific language skills outside the classroom.

Learner management	Area of strength
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.	Strength
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.	Strength

Comments

T18 All students take a weekly progress test. Every six weeks, they take a more formal test which is followed by a tutorial and written report outlining progress and targets.

T21 Six-weekly reports are given to all students and are comprehensive, detailed and based on students' performance in class and tests. The reports summarise students' progress and identify areas for development effectively.

T22 One member of staff is specifically charged with the responsibility of providing relevant information and advice to students. The provider has well-established connections with a number of higher education institutions.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	General English, English language skills classes, online classes, blended learning classes.

Comments

None.

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.	Strength

Comments

T23 There was clear and accurate modelling of written and spoken language, although sometimes there were missed opportunities for modelling or practising target language.

T24 Plans included full and helpful profiles of students and in general course aims and schemes of work were relevant. In some cases, schemes of work lacked detail, and lesson plans did not take into account students' needs.

T25 Learning outcomes were shared with students and checked during the learning process. In general, lessons were well staged and activities were clearly linked to the aims and outcomes.

T26 In general, there was a good range of techniques appropriate to the needs of the students and the medium (for example online or face-to-face). There were good examples of elicitation, and setting up groupwork.

T27 There was very good use of technology in the classroom, for both face-to-face and online classes. In some classes, the coursebook dominated, and as a result, the classes were teacher centred.

T28 There was some very good use of peer and self correction, as well as consistent and integrated correction by the teacher. There was some evidence of teachers modelling a corrected version of the language, but not following up with student practice.

T29 Classes included tasks to evaluate learning after input or practice. Some classes referred back to prior learning and, in a small number of cases, the learning was made overt with a review of the learning objectives at the end.

T30 In most classes there was a positive and engaging learning atmosphere. Teachers demonstrated an awareness of different cultural and learning needs and were encouraging and sensitive.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from very good to satisfactory, with the performance against the majority of criteria being satisfactory. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. In general, lessons had been carefully planned with learners' needs and course objectives in mind. The techniques used were appropriate to the students' needs and to the mode of class. Classroom resources including technology were managed competently. Teachers gave thought to the evaluation of learning and feedback to learners and created an atmosphere which was highly conducive to learning.

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.	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.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 The provision to ensure the safety and security of students on the premises is of a high standard. Risk assessments and safety checks are thorough and regularly reviewed; expert and professional advice is sought and acted upon, as appropriate. A good number of staff members are trained as first aiders and in fire marshalling.

W3 The standard of the welfare provision is very good. Staff take their responsibility for pastoral care very seriously and students are encouraged to seek advice and support if needed. People with particular areas of responsibility, for example for the care of students under 18, are identified on posters around the school. Several staff members have undergone training in mental health support.

W4 There is excellent provision for the formulation and implementation of policies to promote tolerance and respect. Students are made aware, and reminded, of the policies in practical and effective ways, via their handbooks and posters. All staff members receive regular training in the area.

W7 Information and advice about relevant aspects of life in the UK is given in a practical and timely manner, in a variety of ways: pre-arrival information and FAQs, in student handbooks, at induction and by means of a first day 'treasure hunt'. Students under the age of 18 receive additional specific information and advice.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 The accommodation in the residence and in the two homestays sampled is of a high standard. The bedrooms in the homestays visited are spacious, and well furnished. Students at the residence also have use of a gym, games rooms, on-site cinema, spacious common area and quiet study room.

W10 Good arrangements are in place for cleaning and laundry in the homestays and the residence. A member of staff is employed by CEA to prepare the rooms in the residence before arrival, to conduct a weekly clean of the common areas, and to report any problems relating to cleaning and maintenance.

W14 The quality of information provided to homestay hosts is very good. Hosts receive homestay handbooks, and they also sign a code of conduct and a declaration which are re-sent annually to remind the host of what is required. An annual meeting is held with the management of the residence at which the service level agreement is reviewed.

W15 The provision for meals is good. For example, in the homestays a range of dietary needs is catered for, and steps have been taken to provide good quality packed lunches. When any students have to isolate in the residence CEA arranges for food packs to be delivered.

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	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.	Strength
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	
<p>W23 The provision of information about, and access to, leisure activities is very good; participation is encouraged through advertising via posters and social media. An excursion to another city or tourist destination is offered every weekend and two or three afternoon or evening activities take place during the week. Students are given help to join local clubs or activities in Cardiff and during the Covid pandemic free online activities were organised.</p> <p>W24 The content of the social programme is well designed in order to appeal to students' different interests, ages and genders. Students' suggestions for the programme are actively sought.</p> <p>W25 The programmes are well led and resourced: for example, packs of information have been developed which help participants benefit linguistically from excursions.</p>	

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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Not 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.	Not met
Comments	

There were ten students aged under 18 in the school at the time of the inspection. All were aged 17 and were studying in adult classes. These numbers are typical at a time when no closed groups or junior summer courses are running. At peak, in the summer, the number of under 18s is approximately 70. Four students were staying in

homestay accommodation, and six with family members, although the exact accommodation status of one of these students was uncertain.

S3 CEA's policy is that parents/guardians of under 18 students are required to complete a parental consent form before enrolment. The parental consent form is comprehensive and includes medical consent. However, at the time of the inspection a parental consent form had not been obtained for one of the students attending the school who is aged 17. A suitable consent form was obtained immediately following the inspection. This is no longer a point to be addressed.

S4 CEA has appropriate recruitment policies; these include a need for applicants to provide two references. The reference requests ask about the applicant's suitability to work with under 18s. However, evidence of two references was not available for some members of staff appointed after January 2014, and for some hosts recruited after January 2016. For one of the hosts accommodating a student aged 17 at the time of the inspection only one reference was on file.

S7 CEA policy is that all individual students aged under 18 stay either in homestays or with members of their own family. At the time of the inspection for one student (as noted above in S3) alternative accommodation arrangements had been made without CEA having obtained confirmation in writing from the student's parents or guardian. Confirmation was obtained immediately following the inspection. This is no longer a point to be addressed.

S8 Although policies are appropriate, they are not consistently implemented. At the time of the inspection, suitable arrangements were not in place to ensure contact between CEA and a parent, legal guardian or appointed representative to discuss the very poor attendance record of the student mentioned in S3 and S7. Contact was established shortly after the inspection period. This is no longer a point to be addressed.

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	2008
Last full inspection	June 2016
Subsequent spot check (if applicable)	July 2018, July 2019
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	2005
Ownership	Name of company: Cardiff Language School Ltd. trading as Celtic English Academy Company number: 5627292

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	Summer centre, Bangor University

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	79	271
Full-time ELT (15+ hours per week) aged 16–17 years	10	72
Full-time ELT (15+ hours per week) aged under 16	0	45
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	90	280
Junior programmes: advertised minimum age	N/a	11
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Italian, Spanish, Saudi Arabian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–40	16–40
Adult programmes: typical length of stay	12–44	12–44
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti, Japanese	Saudi Arabian, Spanish, Japanese, Italian, French, Omani, German, Turkish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	20
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	15	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
Two assistant directors of studies, each teaching 21 hours per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2

TEFLI qualification	11
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
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	9	4
Private home	2	0
Home tuition	0	0
Residential	15	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	5	6
Staying in privately rented rooms/flats	49	0
Overall totals adults/under 18s	80	10
Overall total adults + under 18s	90	