

Organisation name	Celtic English Academy, Cardiff
Inspection date	5–7 August 2025

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 safe, 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 P1, W1 and S5 have been addressed.

Summary statement

The British Council inspected and accredited Celtic English Academy in August 2025. 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 courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management and development, student administration, publicity, learning resources, academic management, learner management, and teaching.

The inspection report noted a need for improvement in the area of Course design and implementation

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

Introduction

Celtic English Academy runs adult courses and closed group junior 'mini stays' year-round in its Cardiff centre (CEA). Since 2022 it has also run a summer school course for juniors at one centre in Monmouth (JSP) A young adult course is also offered at CEA during the summer.

The inspection took three days. At JSP, meetings were held with the centre manager, the junior academic course director, the group leaders, activity leaders and teachers.

At CEA, meetings were held with the CEO, the director of studies (DoS), the assistant director of studies (ADoS), the head of operations, the operations manager, the head of marketing and sales, student accommodation co-ordinators, and an activity leader. Group meetings were held with teachers, students and group leaders.

Address of main site/head office

18 Park Grove, Cardiff CF10 3BN

Description of sites visited

Monmouth. The JSP is run on a private boarding school campus in the centre of Monmouth. Various buildings and boarding houses are utilised by the school. One building houses eight classrooms, an office, and a staff room, while other buildings contain the dining hall, activities staff areas, and storage facilities. The school also has access to a sports centre, a swimming pool, and a large hall.

Main school. CEA is located in three houses at 12, 14, and 18 Park Grove, centrally positioned in Cardiff. Number 18 is a four-storey building, including a basement, while numbers 12 and 14 are three-storey houses. Each house has its own entrance; number 18's entrance is monitored by reception staff, and this as well as the other two entrances are secured with keypads. The reception area, offices, and teachers' rooms are situated at 18 Park Grove, which also houses the school's management and administration, along with eight classrooms of varying sizes. Number 14 contains seven classrooms and a café/student lounge, while number 12 includes an additional 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<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

Year-round the school offers general English for adults with optional skills or IELTS courses as add-ons, and junior closed group courses. Occasional 30+ courses, young adult courses, and junior vacation courses (JSP) in the summer.

Management profile

The CEO oversees the daily management and operations of the school, with support from the head of operations and the DoS. The head of operations is assisted by the operations manager. The DoS is supported by the ADoS, who also holds academic responsibility for the JSP, which is managed by the centre manager.

Accommodation profile

The JSP accommodation is all residential, in school boarding houses within the school grounds. A range of room types is available, including single ensuite, and single or shared rooms with up to six beds and shared bathroom facilities. There are communal areas in all the houses, with video and games.

CEA offers homestay and residential accommodation. The residence in use is centrally situated, around ten minutes' walk from the school. It offers standard, studio or penthouse rooms, all ensuite and varying in size and level of additional amenities. There are shared kitchens and communal areas, as well as a gym and games facilities. The school secures rooms in the residence, administers bookings, and organises cleaning and additional kitchen equipment. Homestay accommodation is managed by the school in different locations in Cardiff.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values, and good human resources support and development for staff. All aspects of student administration are carried out with care and attention to the needs of students, publicity is mostly clear, and the management of the provision operates to the benefit of students. *Strategic and quality management, Staff management and development and Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. Both premises are very well looked after and well equipped, providing a comfortable environment for study and relaxation. However, some risks at both centres have not been adequately assessed. There are ample appropriate resources available. Guidance on the use of these resources is provided for staff and students where needed. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teacher deployment and timetables are carefully managed, and teachers receive sufficient guidance to ensure that students are very effectively supported in their learning. Courses are generally structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. The provision generally meets the needs of the students for security, pastoral care, information and leisure activities. Information on emergency planning is insufficient, and safety procedures for activities are not consistently implemented. Students benefit from student services which are mostly well-managed, including out-of-class activities and generally suitable accommodation. Procedures for resolution of accommodation issues are not effective in all cases.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation provided. There are insufficient measures to ensure the implementation of some aspects of supervision and safety procedures.

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.	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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The goals and values of the organisation are very clearly stated and are available on the website and shared with staff at inductions and in handbooks. Managers understand and can articulate the relevance of the goals and values to the current context.

M2 The objectives are very clearly set out in a strategic plan. The objectives relate specifically to the statement of goals and values, and the plans, which outline steps and timeframes, are realistic.

M5 Feedback is gathered from students shortly after their arrival, mid-course, and at the end of the course. The return rate is very high, and all results are meticulously analysed, with records kept of any follow-up actions.

M7 There is a comprehensive and regular quality review cycle, incorporating feedback from both staff and students and previous inspection reports. The self-evaluation against Accreditation UK criteria is very thorough.

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 ensures that these are up to date.

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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.

Met

Comments

M8 The school implements appropriate human resources policies. Professional bodies offer oversight, guidance, training, and information. There is also an employee assistance programme available to staff when needed.

M11 Induction procedures are thorough. The JSP management team has a week-long induction and staff have a two-day on-site induction. At CEA staff follow a well-established induction procedure, appropriate to role. All inductions follow guidelines and have checklists.

M12 Managers and senior leadership have specific training in effective procedures for monitoring and appraising staff. The process is supportive and highlights good performance. HR support is available from external bodies if needed for any capability or disciplinary issues.

Student administration**Area of strength**

M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

Met

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 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

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Strength

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Met

Comments

M14 Staff are very helpful and courteous to students and their representatives. A good level of customer care is assured through ongoing training and review of feedback. Students and group leaders reported that they found staff approachable and very willing to assist.

M15 Comprehensive pre-course information and communication is provided through a variety of channels. Experienced staff in the marketing and sales department give accurate and useful information during the booking process, and on-site staff during the course.

M19 The conditions and procedures under which a student may be asked to leave are covered with clarity and brevity and presented in handbooks and at induction. Parents are also made aware in the parental consent form of the rules, and the procedures if these are broken.

Publicity	Area of strength
M21 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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises of a website, downloadable brochures and leaflets and various social media platforms. The website is the main medium.

M21 The descriptions and pictures are fully representative of the student experience at both centres.

M22 All information is very well written in accurate English that is highly accessible.

M23 The information on the courses is detailed and accurate and includes a useful description of course content.

M26 Information about accommodation is generally clear and accurate. However, the residence is described as 'our' residence and although the rooms let to CEA students are serviced by the school, the residence is not owned or managed by the school.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Although risk assessments have been conducted, specific risks at one of the JSP boarding houses and at the CEA building where the junior mini-stay groups were located, had not been adequately assessed. The school had not conducted their own risk assessments on the residence where they booked rooms for adult students at CEA.

P2 Premises are clean, well maintained and attractively decorated providing a very comfortable and welcoming environment for students and staff.

P4 At the JSP the boarding houses have pleasant, well-equipped common room areas and the dining hall is modern, large and bright. At CEA there is a common room in one of the buildings, with a small kitchen area with microwave etc, and in another building a café with tables provides fresh food and hot drinks.

P5 There are good displays of information of interest to both students and staff throughout the premises and all signage is clear and helpful.

P6 Both centre premises provide large spaces for teachers. CEA has various kitchen areas for all staff and at the JSP there is an additional room for activity staff.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 Teachers are very well resourced with books, electronic resources, a variety of subscriptions and an in-house bank of teaching and learning materials.
P10 Students have good access to resources for independent learning. They can access online resources through a QR link and receive advice from teachers and in the 'language doctor' sessions.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. There are a good number of TEFLQ and very experienced teachers at CEA, appropriately qualified and experienced teachers on the junior vacation course, and an experienced academic management team.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T4 Teachers' deployment is clearly linked to their professional experience, and timetables take account of the different sizes of classrooms and are designed to prevent pressure on facilities at peak times.
T6 Very thorough and explicit attention is paid to all aspects of academic management affected by continuous enrolment. Good information is given to teachers and students. Syllabi at both CEA and for JSP are effectively designed to accommodate continuous enrolment.

T7 New teachers are given very thorough inductions at both centres. They are given access to the shared drive pre-arrival and access to a very helpful teachers' handbook. Teachers reported that they felt very well prepared.

T8 Very effective arrangements are in place to ensure appropriate guidance to teachers. At both centres, academic managers are not scheduled to teach and are therefore always available to give support and advice as needed. Teachers at the JSP have a scheduled afternoon for a CPD session and planning. At CEA there are monthly CPD sessions.

T9 Both annual and developmental observations are conducted regularly, and the feedback provided is comprehensive. Teachers generally had positive comments about the observations. However, some negative feedback was received, particularly from more experienced teachers, regarding the annual observations.

Course design and implementation	Need for improvement
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T12 Although some teachers have their own strategies for helping students to develop their language outside the classroom, there is no systematic inclusion of strategies in all the courses.

T13 The design of most courses is regularly reviewed and adapted. However, the Skills courses at CEA, designed to be flexible, do not always meet the changing needs of students.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T16 Regular testing evaluates students' progress. The results are recorded and end-of-course reports are comprehensive, based on clear evidence and professionally presented.

T17 Students have regular tutorials and they can also make appointments with the 'language doctor' for additional individual support. They have a QR link to online resources and language practice.

Classroom observation record

Number of teachers seen	24
Number of observations	24
Parts of programme(s) observed	Adult general English course (including Skills and IELTS courses), mini stay course, and junior vacation course

Comments

None.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met

T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Nearly all teachers demonstrated a very good level of knowledge and awareness of the use of English. They gave clear explanations and examples, developed emergent language and indicated parts of speech. Phonemic script and stress marks were provided to support pronunciation.

T20 In the vast majority of lessons, the content was tailored to meet both the needs of the students and the class, aligning with the course objectives. Class profiles demonstrated a thorough understanding of each individual's strengths and weaknesses. When teachers had less information about individual student needs, appropriate strategies were devised, such as considering their ages.

T21 The intended learning outcomes were generally made known to students and these were achieved through a coherent sequence of activities

T22 A wide range of appropriate teaching techniques was used by almost all teachers very confidently. These included sensitive nomination and questioning, eliciting and prompting, and the development of skills and sub-skills.

T23 Most teachers generally managed the classroom environment effectively, and technology was handled competently.

T24 Generally teachers used a range of correction techniques that included on-the-spot, delayed, peer and self-correction. Positive feedback was used appropriately.

T25 Most teachers included activities which gave both themselves and students the opportunity to evaluate learning.

T26 Almost all teachers promoted a positive and inclusive learning atmosphere. They clearly demonstrated their awareness of their students' specific needs and interests, and in nearly all cases, students remained actively engaged throughout the lessons.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 There is a clear and comprehensive crisis management plan for the organisation. However, it does not specifically include the Monmouth site (JSP) and has not been linked with the Monmouth school's emergency plan. There was little awareness of the plan among staff, and limited information on what to do in an emergency in handbooks and induction briefings for staff and students.

W2 Care is one of the school's core values and student welfare is a focus for all staff, reinforced through induction, notices, and handbooks. Students are made aware of sources of help through widespread posters with information, and staff roles with photographs. Guidance for group leaders also covers this area. Tutorials have a pastoral element, and school systems allow instant recording and communication of any welfare issues.

W3 A clear and well-expressed anti-bullying policy is included in the student handbook. There are well-designed posters on noticeboards throughout the school, together with classroom rules which include appropriate behaviour.

W5 Students receive plentiful information on all aspects of life in the UK, in a range of different ways, both pre and post arrival. The school uses a local taxi service which enables transfers to be tailored to specific arrivals and departures.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W11 There is good communication between the school and both hosts and residence staff, and it is clear that most issues can be swiftly addressed. However, a number of students in the focus group at CEA had experienced problems with residential accommodation which had not been effectively resolved. Most of the areas they mentioned also appeared in feedback from previous students.

W12 Homestay hosts are very well briefed, and their handbook is clearly presented and detailed. The hosts sampled were aware of all rules and requirements and felt very well informed and supported by the school.

W13 The homestay hosts sampled knew about, and were interested in, their students' dietary preferences and requirements, and clearly provide a well-balanced diet. The food sampled at the JSP was of a very good standard and included a range of choices including fruit and salad. Both group leaders and students spoke positively about their meals.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met

W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.

Met

Comments

W22 There are appropriate risk assessments for all activity types as well as briefing materials for activity leaders. However, arrangements for ensuring that all procedures are effectively implemented are insufficient; at JSP activities leaders had not seen the risk assessments.

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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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

16 and 17 year-olds are enrolled year-round on adult programmes. The junior summer programme in Monmouth accepts students aged 11 to 17. Closed groups of 12–17 year olds are accepted year-round in the main school.

S1 There are separate policies for CEA and the JSP, allowing for appropriate age differentiation. Both are detailed and comprehensive, and well supported through relevant practical documents for -reporting and recording incidents.

S2 Safeguarding training is very comprehensive. Year-round, based at CEA, there are four DSLs with specialist level training and a further seven DSSs trained to advanced level. In addition, the JSP manager and academic manager are DSSs for the JSP, with advanced level training. All staff complete basic awareness training, as do homestay hosts. A safeguarding and Prevent poster, with relevant points for student information, is on display at both sites.

S5 There are clear and comprehensive policies and procedures for ensuring supervision and safety on both sites; however, in CEA, there was insufficient monitoring to ensure their effective implementation.

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: multicentre

Inspection history	Dates/details
First inspection	2008
Last full inspection	November 2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	BP sponsored STEM programme for UK-based students, High School exchange programme, school immersion programme
Other related accredited schools/centres/affiliates	Summer centre in Haberdashers' Monmouth School
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

Address of Head Office (HO)	18 Park Grove, Cardiff CF10 3BN
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Celtic English Academy, Cardiff Centre
2. Name of centre	Celtic English Academy, Monmouth Centre
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2			
Centres	1	2			
ELT/ESOL students	At inspection				
18 years and over	154	N/a			
17 years and under	44	48			
Overall total	198	48			
U18 programmes: advertised minimum age(s)	U18 Closed Group (Ministay): 12 General English (adult): 16	11			
U18 programmes: advertised maximum age(s)	U18 Closed Group (Ministay): 17	17			

	General English (adult): N/A				
Predominant nationalities	Saudi Arabian, Japanese, Italian, Turkish and Brazilian	Japanese and Portuguese			

Staff profile at centres visited	At inspection				
	1	2			
Centres	1	2			
Total number of teachers and academic managers on eligible ELT courses	24	6			
Total number of activity managers and staff	4	6			
Total number of management (non-academic) and administrative staff	12	2			
Total number of support staff	38	N/a Support services provided by the host school			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers				
Location/centres	1	2			
TEFLQ qualification and 3 years' relevant experience	3	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	1			
Total	4	2			

Comments

Cardiff: Senior teachers are scheduled to do 22.25 hours and 16.25 hours teaching the week of 4th August. DoS and ADoS not scheduled for any teaching. Monmouth: academic managers not scheduled to teach this week

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2			
TEFLQ qualification/profile	4	0			
TEFLI qualification (includes relevant QTS)	16	4			
ATEFL registered portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	0			
Total	20	4			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2				1	2			
Centres										

Homestay	33	N/a				32	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	87	N/a				2	48			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	N/a	N/a				8	N/a			
Staying in privately rented rooms/flats	34	N/a				2	N/a			
	Adults									
Overall totals	154	0				44	48			

Centres	1	2	3	4	5
Overall total adults + under 18s	198	48			

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, W1 and S5 have been addressed.