

Organisation name	Celtic English Academy, Cardiff
Inspection date	7–10 June 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Celtic English Academy in June 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 (16+) and for closed groups of under 18s.

Strengths were noted in the areas of staff management, student administration, academic management, teaching, care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	May 2012
Subsequent spot check (if applicable)	August 2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	June 2013
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	Cardiff Language School Ltd. trading as Celtic English Academy Private limited company Company number: 5627292
Other accreditation/inspection	ISI

Premises profile

Address of main site	Celtic English Academy, 18 Park Grove, Cathays, Cardiff CF10 3BN
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school occupies three houses, numbers 18, 14 and 12 Park Grove, situated in a central position in the city, with easy access to transport and shopping centres. Number 18 comprises four storeys, including a semi-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.</p> <p>The reception area, offices and teachers' workrooms are located at 18 Park Grove, which houses the management and administration of the school as well as nine classrooms of different sizes. Number 14 consists of six classrooms, a student lounge and an IT room. Number 12 houses a further six classrooms, a student lounge and storage rooms. Numbers 12 and 14, whilst self contained, form two halves of the same building, in semi-detached style.</p> <p>All three buildings are in close proximity and no difficulty is encountered in moving between them.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	134	190
Full-time ELT (15+ hours per week) aged 16–17 years	3	14
Full-time ELT (15+ hours per week) aged under 16	0	20
Part-time ELT aged 18 years and over	0	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	137	224
Minimum age	16	12

Comments

The general ELT course for adults includes IELTS preparation classes. Students aged 16 and 17 are enrolled on adult courses.

Courses run in the morning (08.45-12.00), at lunchtime (12.30-14.00) and in the afternoon (14.15-17.30). By taking one course only, or combining two courses, students can follow a programme of 15, 21 or 30 hours a week.

Junior courses were run in the past year for three groups of 14–17 year olds. A residential junior summer programme, with individual enrolment, for 12–17 year olds was offered. The junior summer programme is not being run in 2016.

The school runs classes for women only and at the time of the inspection four such classes were running.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	51	1
Private home	0	0
Home tuition	0	0
Residential	30	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	53	0
Overall totals adults/under 18s	134	3
Overall total adults + under 18s	137	

Introduction

Celtic English Academy has undergone significant changes since previous inspections. The school is now fully established at its permanent premises in Park Grove and does not use any other premises in the city. The building work undertaken to refurbish the most recent acquisition, 12 Park Grove, is complete and all three buildings are in regular use. At the time of the inspection, 12 Park Grove was being used primarily for women-only classes, providing them with a teaching base somewhat separate and independent from the rest of the school, yet adjacent to it.

The school has changed its name from Celtic School of English to Celtic English Academy and this is now used in all publicity material and correspondence.

A new staffing structure was in the process of being implemented at the time of the inspection. The two directors of the school have stepped down from their posts and continue their relationship with the school with the role of trustees. The ownership has not changed and is in the hands of the two trustees. Senior management is now in the hands of two staff members, each with clearly defined areas of responsibility: the chief operating officer (COO) and the chief executive officer (CEO). The COO has responsibility for teaching/learning and student services whilst the CEO has responsibility for finance, marketing and business development.

The academic management team, which reports to the COO, has been reduced in size and comprises a director of studies and an assistant director of studies, supported by four senior teachers.

The inspection took place over three and a half days, with two inspectors. Meetings were held with:

the trustees
the chief operating officer
the chief executive officer
the director of studies
the assistant director of studies
the operations manager
the operations manager (designate)
the marketing manager
the finance manager
the student services officer
the health and safety officer
the student services assistant
the business development manager
the student engagement assistant.

The inspectors also held meetings with a group of teachers and two groups of students (one adults and one under 18s). One inspector visited three homestays and a student residence. All staff teaching at the time of the inspection were observed.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear and transparent. Lines of responsibility are made known to staff and students and are set out in an organogram which is incorporated into handbooks. Several new posts have been created in a recent reorganisation which is being implemented. Newly-appointed staff have been able to shadow the staff they are replacing and continue to receive training for their new roles. The school has ensured continuity of effective management during the reorganisation.

M3 Job descriptions are in place for all management, administrative and teaching staff. Specific school-wide responsibilities, including safeguarding, are included.

M4 Regular staff meetings are held for management/administrative staff and for teaching staff. These take place between four and six times a year. Written records are kept. The school produces a newsletter for staff and also a newsletter for homestay hosts. Staff reported feeling well informed about developments in the school.

M6 Signed photocopies of academic and professional qualifications are held on file. All personnel files are complete in this respect.

M7 Separate induction procedures are used for teaching staff and for management and administrative staff. All staff additionally receive a health and safety induction. Checklists are completed and held in personnel files. The induction procedures are comprehensive and recently-appointed staff reported positively on the value of their induction.

M8 The school has a written policy and procedure for appraisal, which apply to all staff. Due to management

reorganisation some appraisals of teaching staff were running behind schedule at the time of the inspection. M9 The school has a written policy for continuing professional development and has a good record of implementation through providing training opportunities for all staff, mainly on an in-house basis, but including attendance at some external events and courses for the upgrading of qualifications. Staff in all areas expressed appreciation of the level of training that they had received. The provision is sensitive to the needs of individual members of staff.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 There are sufficient administrative staff to handle student enquiries and enrolment at all times. At particularly busy times staff from the marketing department are available to provide extra support. Enquiries are dealt with initially in the reception area, and students may be referred to more senior staff who are based in the adjacent consultation room, which is a quieter and more private venue. Students reported positively on the administration. M13 Full details of students' local and home addresses are held. Emergency contact details are on file for every student, with a note of the relationship. Records are held electronically and are available at all times to the school's senior management. M14 A clear statement of attendance and punctuality policy and procedure is in place and is included in staff and student handbooks. Punctuality rules are firmly applied and attendance registers are completed for each session during the day. Special attention is paid to the attendance records of tier 4 visa students and enhanced reporting procedures are in place for under 18s.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M18 Initial feedback is obtained using an online questionnaire and an individual interview during the first week of a student's stay. End-of-course feedback is obtained by the use of an online questionnaire, but the response rate here is low and the system is under review. Feedback is analysed and summarised and passed on to staff. M19 Staff feedback is obtained through staff meetings and survey questionnaires. There is also a suggestions and feedback box in the teachers' workroom, but it is little used. Much feedback is obtained informally and derives from the close contact that exists between managers and staff.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity material is well produced and attractively presented with high-quality visual material. It consists of a substantial printed brochure with a fees and dates sheet inserted, a website including the printed prospectus supplemented by additional information, two promotional videos and the use of social media.

M21 The publicity material is written in accessible and accurate English which is easy to read and comprehensible to prospective students. Translations are provided in a number of languages.

M23 Course descriptions are sufficiently detailed but level descriptors using the Common European Framework of Reference alphanumerical system do not provide enough information to be readily understood by prospective students and would benefit from the addition of a brief simplified summary of the CEFR descriptors for each level.

M25 All the information required by the Scheme is provided and is available both online and in the printed prospectus and fees sheet, except for examination fees, which are only posted online.

M26 Useful information is provided on both residential and homestay accommodation and this is supplemented by illustrative photographs of both types of accommodation. The distance of the residential accommodation from the school is given.

M27 An outline description of the social programme, with a list of typical activities including prices is provided in the brochure and additional, more detailed information is available online through the school's portal and social media pages.

M28 The website claims that all teachers have certain specified TEFL qualifications, but this was not the case at the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management operates efficiently to the benefit of students. Staff management is carried out effectively and appropriate quality assurance procedures are in place. Publicity is accurate and provides a comprehensive and fair picture of the school. *Staff management* and *Student administration* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R3 Classrooms are of various sizes and configurations but are adequate for the sizes of the classes using them. The furniture is flexible, allowing for differing layouts. There is some extraneous noise from the proximity of a moderately busy railway line, but it is not excessively disruptive and students did not view it as a problem.

R4 Well-proportioned and comfortably furnished student common rooms are located in two of the three buildings. Water dispensers and drinks machines are strategically placed. Spring water is free of charge, whilst a nominal charge is made for hot drinks from the machines. Several food and drink outlets are available locally.

R5 There is very little signage in evidence, but good display boards are to be found in most rooms, and are well used.

R6 The teachers' work area comprises three interconnected rooms in a semi-basement in the main house (18 Park Grove) and houses workstations, storage space and learning resources. There is more than adequate space for the teaching staff but some parts of the work area are rather dark.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R8 Materials and resources available include a good range of general coursebooks, resource books and supplementary materials including photocopiable materials, class sets of dictionaries and grammar reference and practice books. Two dual-purpose printers/photocopiers are available in the teachers' workrooms.

R9 Six computers are located in the teachers' workrooms and eight functioning interactive data projectors with accompanying computers are located in classrooms. Teachers had received appropriate training on the use of technology and on using the data projectors in particular, which they found useful and supportive.

Resources and environment summary

The provision meets the section standard. The learning resources support the studies of students and the environment is conducive to effective teaching and learning. Staff have the benefit of an appropriate professional environment.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 One teacher does not have a TEFL qualification which meets Scheme requirements.

T3 A rationale was accepted for the one teacher without a TEFL qualification on the grounds of partial completion of a level 7 TEFL qualification and extensive experience in a range of relevant contexts.

T4 The academic management team comprises one TEFLQ director of studies and one TEFLI assistant director of studies.

T5 A rationale was accepted for the assistant director of studies on the grounds of extensive experience, including academic management experience, and substantial progress towards the completion of a level 7 TEFL qualification.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments

T6 Teachers are deployed according to their qualifications, experience, recent training, expressed preferences and student feedback.

T9 Students may enrol at the beginning of any week, but the school advises students to join at the beginning of each term or at specified alternative dates at mid term. The enrolment procedure is designed to accommodate continuous enrolment through its induction and testing procedures and the use of individual student learning plans.

T10 The academic management team is very supportive of the teachers, who reported very positively on this aspect of their role. A good range of CPD activities is offered, with high take-up from permanent staff. These are mostly in-house, with some outside activities supported, and assistance given for upgrading qualifications in approved cases. Peer observation is encouraged and takes place on a regular basis. Teachers share their experience and expertise through leading workshop sessions.

T11 All teachers are observed on an annual basis and detailed records are kept. Feedback on observations is of a high standard and teachers spoke highly of this. Observations are linked to appraisal and to continuing professional development.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Detailed and comprehensive syllabuses are in use for courses of all types at all levels. These syllabuses are essentially statements of objectives and competences in terms of skills, language items and functions and are not presented in sequences for teaching or linked to materials. Teachers construct their own weekly plans of work, drawing on the syllabuses and taking the coursebook being used into account.

T16 Teachers are encouraged to use the local environment to enrich their students' learning experience and this occurs on a regular basis, being incorporated into teachers' plans of work.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Placement testing consists of a multiple choice test, a sentence completion exercise, a writing test and a short individual oral test.

T18 Teachers produce monthly reports on student progress and these are uploaded onto the school's database. Progress tests take place every six weeks and are followed by one-to-one tutorials where student progress is reviewed and learning plans developed.

T22 A significant proportion of students intend to continue in mainstream UK education and the school has a dedicated advisor to counsel and assist students in selecting their future study destination and making suitable applications.

Classroom observation record

Number of teachers seen	20
Number of observations	20

Parts of programme(s) observed	All parts
Comments	
The inspectors observed parts of all courses running at the time of the inspection, including morning, lunchtime and afternoon classes and women-only classes.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Appropriate models of language were presented in meaningful contexts. Grammar items were clearly explained and word class was identified regularly. Attention was paid to pronunciation, word stress was marked on the board and practised and phonemic transcription was used to identify individual sounds and sound sequences.

T24 Lessons were topic based and contained interesting content which was motivating to students. A focus on listening and speaking skills reflected student needs and priorities. Examination preparation classes focused on equipping students with the skills required to perform well in the examinations that they were preparing to take. Teachers prepared detailed learner profiles and took cultural background into consideration.

T25 Lessons consisted of coherent sequences of activities leading to clearly-expressed learning outcomes. Lesson objectives were well matched to students' levels and interests.

T26 Teachers used a wide range of appropriate teaching techniques, including effective questioning and elicitation techniques, concept checking and creating opportunities for students to make active and meaningful use of the language that they were learning.

T27 Teachers used coursebooks effectively, in combination with their own input and produced well organised board work in most cases. Handouts, worksheets and visuals were used to good effect and classroom sets of dictionaries were used when appropriate. The interactive data projectors, where available, were put to good use. Varied patterns of interaction, pair work and small group work were in evidence throughout.

T28 There was a good level of error correction throughout and teachers used appropriate techniques of self correction, peer correction and teacher correction, followed up by practice of correct forms. Error correction was included in some lesson plans as a focus and in some lesson segments teachers noted down student error in free speaking activities for later attention.

T29 Teachers monitored students on a continuing basis, particularly when they were engaged in pair or small group work, and gave individual feedback and correction. There was revisiting of the content of previous lessons to gauge retention and effective use of concept checking for diagnostic purposes.

T30 Lessons were characterised by a positive, energetic atmosphere and students were fully engaged. There was a high level of active student participation. Teachers used nomination and in some lessons injected a welcome element of humour. In higher-level classes students took part in intelligent discussion, expressing sophisticated ideas and concepts in relation to their language level. Teachers genuinely responded to what students were saying and to how they were saying it.

Classroom observation summary

The teaching observed ranged from satisfactory to very good, with the greater part of the teaching falling into the good and very good categories. Appropriate models of language were presented in meaningful contexts and grammar items were clearly explained. Lessons consisted of coherent sequences of activities, leading to clearly-expressed learning outcomes. Lesson objectives were well matched to students' levels and interests. Teachers prepared detailed learner profiles and took cultural background into consideration. They used a wide range of appropriate teaching techniques and used coursebooks effectively, in combination with their own input. There was a good level of error correction throughout and teachers monitored students on a continuing basis. Lessons were characterised by a positive, energetic atmosphere with students fully engaged and participating actively.

The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and experienced and are well supported in the school. Academic management is of a good standard and course design is appropriate to student needs and aspirations. Students are well managed and supported in their studies. The teaching observed met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Safety and security is taken very seriously. Of the three school buildings, two are key-pad controlled (with the codes changed monthly) and the third houses the reception area, which is staffed at all times. Safety and security is a specific area in the health and safety officer's job description. She writes and regularly reviews premises risk assessments. Fire drills are held regularly and all other safety issues are checked at least annually. All staff and students wear lanyards and visitors are always signed in and out and asked to wear badges.

W2 Welfare is seen as the responsibility of all of the operations staff in reception and the student services office. The operations manager has received specialist training run by an external training organisation. Students expressed appreciation of the approachability and friendliness of all staff.

W3 Information about who students should see with personal problems is given at induction and can be found both in the student handbook and on the reception area's noticeboard.

W4 Policies and procedures for dealing with abusive behaviour are described in both the student and the staff handbooks. Further information is supplied on the staffroom wall and, by means of clear visuals, on classroom noticeboards. The school is addressing its responsibilities relating to the Prevent strategy very well, with an appropriate policy and risk assessments. It is taking effective steps both to train key staff and to raise awareness of the strategy in other staff and homestay hosts.

W5 The 24-hour emergency number is provided on student cards, in the student handbook and on each student's timetable.

W6 Clear and comprehensive information about the most appropriate forms of transport between the point of entry in the UK and the school or a student's accommodation is sent with the booking confirmation.

W8 Students are given clear advice about their rights regarding medical and dental treatment. Students staying in homestays are sent a list of doctors and dentists near to their homes.

Accommodation profile

Comments on the accommodation seen by the inspectors

Homestay accommodation is organised by the school. The three homestays visited were of a high quality: hosts were very welcoming and the home environment matched the Scheme requirements in every way. The homes were within 20 minutes of the school by public transport. The one residence currently in use by students provided suitable accommodation. Students live in smart, ensuite rooms, with between four and six rooms clustered round a kitchen area.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W10 All accommodation is visited by the accommodation officer. The current officer took over from the previous, long-serving accommodation officer three months before the inspection and is in the process of visiting all homestay hosts. Checks are always made to see that fire risk assessments and gas safe certificates are in place.

W12 Accommodation registers are kept up to date and include records of fire risk assessments and gas safe certificates.

W14 Students are asked for feedback on their first day and again at the end of their first week. Records are kept of any action taken.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Two homestay host handbooks (one for hosts taking under 18s) include rules, terms and conditions, with clear booking and cancellation arrangements.

W19 Where hosts are known to take students from other organisations, the accommodation officer monitors who is staying when she places her own students.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 Advice is given to students planning to move into bed-sits or flats.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The school provides a weekly programme of organised trips and activities for all students. The school is also building up a portfolio of excursion information and guidance sheets for students wishing to go on trips independently – for example, to the Lake District, to the Cotswolds or to Bristol. Social media are used to disseminate information about social, cultural and sporting events in the Cardiff area. Other opportunities include the school's conversation club and meeting native speakers through local organisations.

W28 Risk assessments are produced by trained staff and these are updated regularly in response to feedback from staff leading trips. Risk assessments cover under 18s' unsupervised free time.

Welfare and student services summary

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* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There were three under 18s in the school at the time of the inspection. All three were 17 and were studying in adult classes. Two of them were staying with members of their own families and the third was in a homestay. In the previous six months, the school had had eight individual under 18s, including the three at the school at the time of the inspection, all of whom studied in adult classes. In 2015, there were three groups of under 18s. The first group, of 27 students, stayed in a youth hostel. Those students who were under 16 were taught in closed groups, while the other students studied in adult classes. The second group of 15 students stayed in homestays and again were taught in closed groups other than the older students who studied in adult classes. The third group of 17 students all stayed in homestays and studied in closed groups.

C1 The safeguarding policy is well written and includes appropriate procedures to ensure the safety and well-being of students under the age of 18. A named member of staff is responsible for implementing the policy. There is no guidance on handling delayed DBS checks.

C2 All staff have access to the policy in full and are also given a simplified version. Homestay hosts also receive a simplified version. Awareness is raised through e-mails and newsletters. The teachers took part in a quiz on safeguarding and health and safety as part of their training. All staff have done basic training and key members of staff have completed either advanced or specialist training.

C3 The description on the website of the level of care and support given to students under 18 is not very accessible and does not go into sufficient detail. However, information sent to parents or legal guardian as part of the booking process gives more information. A parental consent form, when signed, is taken as proof that the parent or legal guardian has read and understood the limits to supervision of 16-17 year olds on adult courses.

C4 The information sent to prospective teaching staff does not consistently mention the fact that all gaps in CVs must be explained satisfactorily, that proof of identity will be required and that reference requests will ask specifically whether there is any reason the applicant should not be engaged in situations involving responsibility

for, or substantial access to, under 18s. Suitability checks are carried out on all members of staff but, currently, only on the main householder in homestay accommodation.

C6 All students receive a very useful information for under 18s leaflet when they arrive. They sign this document and complete a checklist as proof that they have read and understood the contents.

C7 All individual under 18s have to stay either in homestays or with members of their own family. Groups of under 18s may be accommodated in hostels or residences but are always accompanied by group leaders.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities and accommodation provided. However, there is room for improvement in both the safeguarding policy and the information sent to prospective employees.
