Inspection report

Organisation name	Connect International English Academy, Cardiff
Inspection date	21–22 November 2017

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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend accreditation with a spot check in the first 12–18 months. However, evidence must be submitted within six months to demonstrate that weaknesses in M1 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Connect International English Academy, Cardiff in November 2017. 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 for adults (16+).

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of premises and facilities, academic management and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	21–22 November 2017
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not 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	1 September 2015
Ownership	Sole trader
Other accreditation/inspection	N/a

Premises profile

Address of main site	1st Floor, 26–28 Churchill Way, Cardiff CF10 2DY
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	The school is on the first floor of a three-storey former residential property in the centre of Cardiff. It is close to shops and restaurants and very well served by public transport. There is a reception area, a small office with a desk and academic resources, four classrooms, a student lounge, a kitchen for staff and students and male and female toilets. A front door at street level provides access and is controlled from reception by an intercom and remotely operated lock.

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	0	9
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	13	4
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**13**	**13**
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	18+	16
Adult programmes: typical age range	22–32	22–32

Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Spanish and Italian	Spanish and Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	1	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	2

Comments
The director of studies (DoS) does not teach regularly but may be available for cover. The academic manager (AM) was timetabled to teach seven hours a week in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	2

Comments
In the week of the inspection, the teaching was provided by the academic manager and one of the five teachers who regularly work there.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

The school advertises general English courses of 15 to 28.5 hours ('Super intensive') per week, and examination preparation and more specialist courses in response to local demand. It will run a class if a minimum of three students enrol at that level or speciality. At the time of the inspection it was providing part-time general English classes at two levels (13.75 hours and four hours per week) and a part-time IELTS examination class. There were no under 18 year-olds enrolled and the school was not providing one-to-one courses.

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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	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	1	0
Staying in privately rented rooms/flats	12	0
Overall totals adults/under 18s	**13**	**0**
Overall total adults + under 18s	**13**	

Introduction

Connect International English Academy (Connect) in central Cardiff describes itself accurately in publicity as a 'small friendly independent student-focused language school'. At the time of this inspection its students were young adults aged in their early 20s to early 30s, mostly from Europe and who had already been working or studying in Cardiff before they joined the school. They attend lessons for one or more days a week during the day or in the evenings. The maximum class size is eight. There was a daily general English intermediate-level class of six students, an IELTS class of two running on one morning a week, and an upper intermediate class of five students on two evenings a week. The school is owned by its founder and managing director and employs regularly five part-time teachers to teach particular courses when there is a demand, and a part-time suitably qualified director of studies. One of the teachers also fulfils the roles of academic manager, welfare officer and social co-ordinator.

Two teachers were working during the week of the inspection. Students learn of the school by personal recommendation, or see it when passing or find it on the internet.

This inspection took two inspectors a day and a half. They had meetings with the managing director, the academic manager/welfare officer (AM), the director of studies (DoS), the HR/health and safety consultant, two teachers and two of the students. One inspector visited a homestay and a hall of residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 Sampling identified the following two issues. Teachers are paid on a self-employed basis. The school has records of some but not all the teachers' unique tax reference numbers. Secondly, the school may be exceeding the number of copies permitted by its CLA licence. The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments
M2 The management structure is simple and clear, with the roles and names of staff shown on an organogram reproduced in the staff and student handbooks.
M3 There are up-to-date job descriptions for all staff including the managing director.
M4 Most communication is informal face-to-face or by email, but there are minuted 'team meetings' every month.
M5 There are up-to-date fully documented and implemented human resource policies. The policy documents are dated and state when they are due for review.
M6 Staff files were complete and well organised and included verified copies of qualifications and references. The contents of each file is marked off on the file's cover sheet.
M7 New members of staff have an induction that follows a checklist, which is then kept on file.
M8 There is a 'Staff appraisal and continuing professional development' policy which includes a procedure for handling unsatisfactory performance. New staff have a structured 'job chat' after two or three months and thereafter an annual appraisal. Pro-formas are completed at both meetings. Teachers receive oral and written feedback after twice-yearly lesson observations by the DoS.
M9 There was evidence of regular training and professional development activities taking place over the previous year. As well as monthly teacher development sessions, staff had been trained in first aid, fire safety, safeguarding, Prevent and safer recruitment.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☐	
M11 Information on course choice	☐	☒	☐	☐	

	Not met	Met	Strength	See comments	N/a
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments
M13 Local contact and next of kin details, including English language ability, are collected at enrolment and a 'Change of details' form is circulated to all students to complete every two months.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☐	N/a	☐	☒
M17 Continuing improvement	☐	☒	☐	☐	
M18 Student feedback and action	☐	☒	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☒	☐	☐	☒	☐

Comments
M18 Students complete an initial, mid-course and end-of-course feedback form. They also have a monthly tutorial with their teacher which is recorded in the class file, and there is a suggestion box in the student lounge.
M19 Staff have a minuted team meeting every month. They are also invited to complete a monthly online staff feedback survey in which they are asked about, for instance, the accuracy of student placement, academic resources, any changes they would like and whether they would recommend the school.
M20 The *Student Handbook 2017* has a paragraph under 'Complaints Policy and Procedure' which directs students to full details on the website. However, this and the relevant website section are expressed in language too difficult for lower-level students to understand. There is a complaints book in reception but no complaints were recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☒	☐	☐	☒	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☒	☐
M27 Leisure programme	☒	☐	☐	☒	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☐	N/a	☐	☒

Comments
The main medium of the school's publicity is its website, available in English only. The inspectors were told that the 24-page brochure is rarely used.
M21 Although more careful proof reading would eliminate a small number of language errors, publicity is generally clear and accessible to non-native speakers.
M22 The range of courses and levels advertised – elementary to advanced levels, courses in business English, academic English, 'Ladies only' classes and preparation for several examinations – conveys the impression of a larger school than in fact exists. The brochure does state that it is small school but the website does not. However, the website was changed during the course of the inspection to say that "we require a minimum number of 3 students per class/level to open a course" so that particular point (in relation to the website) no longer needs to be addressed, although it remains for the brochure. Under 'social activities' the website makes reference to 'our many

social activities' but in fact the provision is very modest.

M24 Most of the required information is given but the number of taught hours per week was inaccurate because it included breaks. This was corrected on the website during the course of the inspection and so is no longer a point that needs to be addressed, although it remains for the brochure.

M25 Costs and booking conditions are now clear and easily found on the website. Before the inspection the website said that examination fees were extra but did not give approximate costs. These were added during the course of the inspection. The approximate cost of any leisure programme not included in the course fees is not given.

M26 Information given about accommodation on the website is accurate and detailed.

M27 The brochure and website briefly mention 'our social programs' and 'our social activities' (see M22 above) but no further information or typical examples are given.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the school operates efficiently to the benefit of its students. There is a need for improvement in *Publicity*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R2 The school's first floor premises, in a period building, provide a very pleasant environment. They are freshly decorated, clean, well-lit and heated and in a very good state of repair. The reception area is attractive and welcoming.

R3 The four classrooms provide ample space for the maximum class size of eight students, with room to move easily around. They have comfortable good-quality furniture, high ceilings and natural light.

R4 There is a comfortable student lounge with a sofa, table and chairs, a magazine rack and a shelf and stools along one wall for tablets. Beside the lounge is a kitchen where staff and students can help themselves to free hot drinks and biscuits.

R5 Signage and displays are smart, fresh and relevant. Classroom noticeboards are up-to-date and include useful information and examples of students' work.

R6 A small office is available for teachers' use with a desk, stationery and resources. Staff and management use one of the classrooms for meetings.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☐	☐	☒	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☒	

R7 Although the *Student Handbook* recommends students buy a coursebook, the website says that courses 'include all course materials'. In practice, because there are no class sets, this means that the school relies heavily on photocopying published materials. (See comment for M1 above.)

R8 There is a small but appropriate stock of up-to-date coursebooks and other resources. The *Teacher Handbook* describes a list of useful websites for materials and the school subscribes to a practical ELT magazine.

R9 One of the classrooms has an interactive whiteboard (IWB) and the others have CD players and access to a digital projector and audio speakers.

R10 There are no separate self-access facilities in the school although the student lounge is popular with students for self study. They are also directed to Cardiff's central library, which is three minutes' walk away.

R12 Teachers' suggestions and needs for resources are regularly discussed at the monthly minuted 'team meetings'.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Although small, the school provides attractive, well-maintained premises and has the necessary resources to support and enhance the studies of the students enrolled. It offers an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☒	N/a	☒	☐

Comments

T1 One of the teachers is in the final year of a degree course. A rationale for her employment was accepted in the context of this inspection.

T2 One of the teachers, who is also QTS, has a TEFL certificate which does not meet Scheme requirements because it is not externally validated.

T3 A rationale for his employment was accepted in the context of this inspection.

T4 The part-time director of studies (DoS) is TEFLQ and has extensive experience. The academic manager, who is responsible for the school's day-to-day academic administration, is TEFLI with five years' ELT experience, modern languages first degree, and is currently working on a master's degree in ELT.

T5 A rationale for the academic manager's role in the school's academic management team was accepted in the context of this inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☒	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T6 The academic manager, in consultation with the DoS when necessary, matches teachers to courses. Teachers' files include lists of their classroom teaching experience; class profiles in the class files include details of the students' aims and backgrounds.

T8 Weekly timetables name the cover teacher(s) available that week.

T9 Enrolment is continuous and some students are not able to attend their classes every day. The school recognises the potential challenge that variable attendance presents. The DoS has led a teacher workshop on continuous enrolment and variable attendance, the *Teacher Handbook* has a section with advice to teachers on how to deal with it, and teachers' weekly planning and reviews take it into account.

T10 There is a teacher workshop for an hour every four weeks, usually led by the DoS. The content is determined by teacher observations and student and teacher feedback. Teachers complete a feedback form on the usefulness of the workshop after the meeting. The *Teacher Handbook* includes 12 pages of practical teaching advice under headings ranging from 'error correction' to 'encouraging independent learning skills' and summarised in a 12-point 'Teaching and learning policy'.

T11 The DoS observes teachers twice a year and provides oral and written feedback. The next observation is preceded by a letter from the DoS telling the teacher what areas he will be focusing on. Peer observation is encouraged but does not occur regularly.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☐	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 There are general English syllabuses at four levels, and for the external examination courses the school offers. Teachers are required to consult these syllabuses and the selected course book when preparing their weekly schemes of work for courses, which they plan and pace over 12 weeks. They also have to prepare written lesson plans for each lesson which are filed in the class file and monitored by the academic manager.

T14 A summary of the learning objectives for each week is displayed in classrooms.

T15 A useful 'Skills for Learning' poster is displayed in each classroom and there is a 17-page *Connect Skills for Learning* booklet aimed at giving students the skills to make the most of their lessons and continue learning after the course. The *Teacher Handbook* has a section on encouraging independent learner skills. Homework is regularly set and recorded in class registers. Students with particular language queries are encouraged to book a free 15-minute one-to-one 'grammar doctor' session with their teacher.

T16 The school emphasises the importance of using English outside the classroom. The booklet *Connect Skills for Learning* has five pages of suggestions under the heading 'Where can you learn English?' Notices in the student lounge and social programme promote clubs and local events where students can practise their English. (See also W26 below.)

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☒	
T22 Information on UK education	☐	☒	☐	☒	☐

Comments

T17 Placement testing results in an individual needs analysis and study plan, which are kept in the class file and checked by the academic manager.

T18 Students have monthly tutorials with their teacher, with records kept in the class file, and progress tests in the middle and at the end of each 12-week course. Teachers give their classes an informal test every week. Progress reports show attendance, test results shown in graphic form, and include comments and suggestions for improvement.

T21 All students receive a certificate of attendance, a report of their tutorial and test results and their attendance.

T22 Students wishing to progress to UK higher education are referred to one of the teachers who has experience of

the requirements and application processes for university study.

Classroom observation record

Number of teachers seen	2
Number of observations	3
Parts of programme(s) observed	General English intermediate and advanced classes

Comments
One teacher was observed twice.

Classroom observation

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

Comments

T23 There was evidence of a clear understanding of the linguistic systems of English. Classroom language and models were provided in natural undistorted English.
T24 Lesson content was appropriate for students' individual needs and cultural backgrounds and matched the course objectives. Lesson plans included excellent student profiles and in most cases showed that individuals' needs and strengths had been taken into account. However, the practice work was not always sufficiently challenging for some of the students.
T25 Lesson plans stated the intended learning outcomes and followed a logical progression from controlled to freer practice activities to achieve them. There was good teacher signposting to the students of lesson activities, content and intended outcomes.
T26 Appropriate teaching techniques were employed, including games, quizzes, skilful elicitation, controlled oral practice, and the inductive teaching of grammar. However, in the lesson segments observed there was little personalisation: moving new language from controlled practice to language using the students' own experiences.
T27 Management of the classroom environment and resources was effective. The IWB was used skilfully and work on the whiteboard was well laid out, with colour used purposefully. Learning resources were mainly drawn from published materials, and very little use of authentic materials, realia or of dictionaries was observed.
T28 Some teacher correction and prompted self-correction was noted but at other times errors were overlooked when a timely intervention and focused correction leading to further practice would have been helpful. Praise was given, occasionally automatically but usually deserved.
T29 Concept questions and the successful task completion were used to evaluate whether learning was taking place.
T30 In all three lessons observed, the students were engaged and there was a positive learning atmosphere in the classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, and overall was of a good standard. Knowledge of the linguistic systems of English was sound. Teachers adapted their language well to their students' levels and provided accurate, relevant models. Although some practice work was not always sufficiently challenging and there was room for more personalisation, lesson content and teaching techniques were appropriate to the learning needs and interests of the students. Intended learning outcomes were clear and their achievement was evaluated. More use could have been made in lessons of authentic materials but the materials and resources used were employed effectively. At all times the students were fully engaged in their classes and there was a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teachers have appropriate qualifications and receive effective support to ensure their teaching meets the needs of their students. The courses are well managed to the benefit of the students. Their independent learning skills and use of English outside the classroom are actively promoted. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☐	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 All aspects of safety and security of students have been effectively addressed. These include fire safety measures and drills, a full record of routine checks and risk assessments, and a detailed emergency action plan. An external consultant had been recruited for both health and safety planning and staff training. All visitors must identify themselves before being granted access to the premises. There is an appropriate number of first aid trained staff, who are clearly identified to both staff and students. Students and staff all wear lanyards and the use of a different colour identifies any under 18s.

W2 Staff are made aware of the need for pastoral care for students and are prompted to check the welfare of their students on a regular basis. The tutorial system has a pastoral function as well as dealing with educational matters. Account is taken of any special needs arising from religious observance.

W3 The student welfare officer is introduced to every student during their induction, and her photograph is displayed in every classroom with a description of how she can assist students.

W4 There is a comprehensive policy for dealing with abusive behaviour, which is made known to both staff and students. However, the complexity of the language used makes it difficult for students to know what to do if they feel they are victims of abuse. There is a detailed policy on Prevent and all staff receive relevant training.

W6 The student handbook, which students are sent on enrolment, provides clear information on travel between the point of entry to the UK and Cardiff. The school has strategies in place to deal with any unforeseen circumstances.

W7 A detailed and well-designed student handbook provides a great deal of useful information about living in the UK. This is supported during the induction of new students, when important aspects of the handbook's content are highlighted by the school's staff.

W8 Students receive a range of detailed information about access to medical and dental services, including any related costs, in their handbook. Additional advice is provided as required and the school offers support to students in need of medical attention.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation and recommends residential accommodation in a hall of residence designed for university students. This is located within walking distance of the school. At the time of the inspection the school had not yet placed any students in homestay accommodation, but three students had arranged accommodation in the recommended hall of residence. One inspector visited a homestay and the recommended hall of residence. The homestay host has worked for many years with accredited providers in the area and has formally been recruited by the school to provide homestay services. Although the school has not yet provided all the accommodation services it offers in its publicity, there was evidence that there is a full understanding of what is required.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☐	☒	☐	☒	☐
W13 Information in advance	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐

Comments

W9 All services offered by the homestay visited meet the requirements of the Scheme. The school's recruitment documentation accurately identifies the facilities and services which must be provided.
W11 The school is aware of how often homestay hosts must be visited.
W12 All records seen were accurate and up-to-date. Completed risk assessments and relevant safety certificates were held on file.
W13 Templates of confirmation letters to students contain accurate and detailed information regarding all aspects of their stay, including the cost and time of journeys to school. The information provided is comprehensive and accessible.
W14 Templates of appropriate course initial and mid-course questionnaires on accommodation were noted on file.
W15 The homestay handbook provides hosts with a number of appropriate recommendations on diet.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

Evaluations in this section are based on the guidelines in the homestay handbook and discussions with the school's accommodation staff.

W17 The homestay handbook is very clearly laid out and provides detailed and useful information. Hosts also sign a contract which clearly states the requirements expected in homestay provision together with booking and cancellation arrangements.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☒	N/a	☒	☐

Comments
W24 The student handbook mentions some of the problems associated with students arranging their own accommodation and offers appropriate advice. W25 Accommodation in a student hall of residence located within walking distance of the school is recommended in the school's publicity. The school has inspected the accommodation on several occasions and closely monitors students' feedback.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments
W26 Information about local activities and events is displayed in the student lounge, where leaflets are also available. In addition, the school provides on-going advice and information about events, which might make students' stay in Cardiff more enjoyable. The school actively promotes local, international conversation clubs where students can meet others for social contact and speaking practice. The monthly social programme also highlights events and visitor attractions, which students may choose to visit independently. W27 A small leisure programme is organised by the academic manager. This is planned month by month and depends mainly on the interests of students enrolled at the school. W28 There is a checklist to be followed by any member of staff involved in arranging leisure activities. This includes the creation of risk assessments for all planned activities. The checklist provides information on what to do in an emergency and contains other relevant and useful information. Risk assessments include information on how to respond to situations where a student may be at risk. However, some of the risks identified are more generic in nature rather than linked specifically to the activity being undertaken. All risk assessments are dated and signed and reviewed. Students are asked for written feedback on any leisure activities they have participated in.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school offers a very safe and secure environment for both students and staff. Students' needs for pastoral care and information are well met. Accommodation systems are established and the accommodation offered is of an appropriate standard. The provision of leisure opportunities is well managed and meets students' needs as well as ensuring their health and safety. *Care of students* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☐	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐

C7 Accommodation	☐	☒	☐	☐	☐
C8 Contact arrangements	☐	☒	N/a	☒	☐

Comments

At the time of the inspection no under 18s had studied at the school and there were no pending enrolments.

C1 The safeguarding policy is appropriate, comprehensive and detailed.

C2 The academic manager, who is the designated safeguarding lead, has received specialist training. All staff complete basic training online and are required to provide certification of successful completion. Safeguarding awareness forms part of the induction of all staff and they are all required to confirm they have read the safeguarding policy. Regular face-to-face training takes place and the designated lead subscribes to a safeguarding newsletter. Homestay hosts receive a copy of the policy and further information is in the homestay handbook. They are also required to complete online basic safeguarding training and sign to confirm they have read the school's safeguarding policy.

C4 Safer recruitment procedures are described in the safeguarding policy and all required suitability checks are carried out. The DoS and principal have received related training. The school is aware of the necessary requirements when recruiting homestay hosts to provide accommodation for under 18s.

C5 There is good provision in place to ensure the safety and supervision of students in scheduled lessons and activities. The age of 16 and 17 year-olds is signalled to staff on registers, and absences will be followed up immediately.

C6 Clear rules are in place for what students may do outside scheduled lessons and activities. Students sign a contract where they confirm they understand the legal implications of being under 18 in the UK and that they accept the related school rules and sanctions. There is a curfew time for 16 and 17 year-olds on adult courses, rules are clearly stated in the student handbook and covered at their induction. The homestay handbook contains relevant information and also gives guidelines on what to do if the curfew is broken.

C8 The parental consent form is appropriate and very detailed. All conditions and requirements of enrolment are clearly explained. The school's emergency telephone number is printed on every page.

Care of under 18s summary

The provision meets the section standard and exceeds it some respects. The safeguarding policy is clear and staff are well trained. Procedures are in place to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time.