

Organisation name	Northwest Academy of English, Derry, Northern Ireland
Inspection date	10–11 May 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited North West Academy of English, Derry in May 2023. 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).</p> <p>This private language teaching organisation offers courses in general and professional English for adults (18+) and young people (16+), and for under 18s, and closed groups and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic staff profile, academic management, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

North West Academy of English (NWA) is a family-run school located in the centre of Derry. It was last inspected in 2018. The inspection was conducted by two inspectors over one and a half days. Meetings were held with the managing director, the marketing and operations director, the director of studies/welfare officer (DoS), the senior teacher/social organiser, the accommodation and welfare officer, the business development officer, a residence manager, three groups of students, six group leaders and the teachers. All teachers teaching at the time of the inspection were observed. One inspector visited one residence in person, and two homestays remotely.

Address of main site/head office

37 Great James Street, Londonderry (Derry), Northern Ireland BT48 7DF

Description of sites visited/observed

The school is based in a cultural and enterprise centre in a modern purpose-built building and an adjacent period house. The centre is close to the city centre and to transport links. NWA operates in parts of the building and shares certain facilities. The main building has four floors and a roof terrace. On the ground floor there is an open plan reception, staffed by the school, and a café open to the school's students and staff, as well as to members of the public and people attending events in the cultural centre. There is an office for management and administration staff, a student lounge, an IT area for students, and a staffroom/resources room with kitchen facilities. The school also has access to a large hall/theatre and there are break-out areas throughout the building. There are lifts to every floor. There are staff and student toilets and a disabled toilet on the ground floor. The school has use of up to eight classrooms. Some classes are held in the three-storey house adjoining the main building where there are four classrooms, toilets and a staff kitchen.

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 type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The majority of courses held at the school are for students aged under 18. Those referred to as winter and summer courses include homestay accommodation and a social programme. Bespoke courses for closed groups of school children are arranged throughout the academic year. The school also offers general English courses for adults and young adults (16+) throughout the year, some of which include preparation for external examinations. One-to-one general English courses, some of which include examination preparation, courses of teacher development and courses preparing teachers for external examinations have also been run in the previous 12 months. Before the pandemic NWA also arranged work placements with local companies, with and without English language preparation, and English for business. These courses are still offered but none have been run in the previous 12 months.

At the time of the inspection, there were 24 Spanish students (aged 11–12) following a winter school programme; a group of 20 Italian students aged 12–13 following a bespoke programme and ten Italian students (aged 17–18) following a general English course with some afternoon workshops. A long-term one-to-one adult student was enrolled but having a break during the week of the inspection.

Management profile

There is a small board of directors which includes the managing director and the marketing and operations director. The business development officer, the accommodation/welfare officer, the DoS/welfare officer and the senior

teacher/social coordinator all report to the marketing and operations director. All teachers are currently deployed on a freelance basis; they report to the DoS.

Accommodation profile

Accommodation is offered in two self-catering residences owned by the school, both within easy walking distance. Junior students are normally accommodated in homestays, although closed groups can request sole use of a residence; at the time of the inspection one group of 24 students was staying in one of the two residences with their group leaders. All homestays are on a bus route or within walking distance of the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of students, and in accordance with the provider's stated goals and values. Publicity requires some attention but is generally satisfactory. *Strategic and quality management, staff management and student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very 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. *Premises and facilities* 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 good professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive 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 met the requirements of the Scheme. *Academic staff profile and academic management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and well-being of students is taken very seriously, and an ethos of tolerance and respect for all is evident in the school. Pastoral care is of a high standard, provided by experienced and caring staff. Residential and homestay accommodation is regularly monitored, providing students with a comfortable living environment. A comprehensive and well-planned leisure programme caters to the needs and interests of all the students. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. The school takes safeguarding very seriously with all permanent staff trained to advanced level. Policies and procedures are in place and are known to all staff and to adults who have contact with the school. Under-18 students are very aware of what they can and cannot do, and parental consent forms ensure that parents are made aware of the limits of supervision.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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

M3 The structure of the organisation is clear and made known to all staff and students. Continuity was ensured throughout the time of closure caused by the pandemic, and the reopening period. There are effective arrangements to provide cover for all management and administrative positions. Appropriate adaptations have been made to cope with the recently changed operating conditions: for example, a register has been built up of suitable freelance tutors who can be deployed as needed.

M4 There are very effective channels of communication. Meetings at all levels are held regularly and are minuted. Staff are invited to offer their suggestions for the development of the school and are updated on any changes. There are weekly meetings with teachers and daily communication with group leaders.

M5 Student feedback is collected at the beginning, during (if appropriate) and at the end of each course. All aspects of the student experience are evaluated. Immediate action is taken and recorded when necessary. Feedback is analysed, discussed with staff and informs future planning.

M7 Quality reviews are conducted regularly with evidence gathered via feedback from different stakeholders and from external inspection bodies. A thorough evaluation of all aspects of the provision is undertaken with annual action plans for each department. The self-evaluation submitted for the inspection was very detailed.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 All aspects of this criterion are well met. Policies are appropriate and well documented in the staff and ELT staff handbooks. Freelance tutors reported their satisfaction with their conditions of work and the deployment arrangements. Although not employees, they feel a loyalty to the organisation and well supported within it.

M10 Recruitment procedures are extremely thorough and include trial lessons by teachers. The school has taken steps to recruit teachers onto its register of freelance tutors who have relevant experience and additional skills appropriate for teaching on the programmes for schools, some of which include content-based learning.

M11 All staff receive comprehensive and well-designed inductions. Induction schedules are designed over appropriate time periods, depending on the role. Basic health and safety training and training in safeguarding is provided by staff members qualified to do so.

M12 All permanent staff members receive appraisals with clear objectives. Freelance tutors are not formally appraised, although their teaching is regularly monitored and observed.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 The approachability, friendliness and availability of staff is closely monitored. The service provided at every stage, before, during and sometimes after the stay, receives consistently good feedback from students and their group leaders.

M15 The provision is of a high standard. Clients receive a very personalised service. Many of the courses are bespoke.

M19 The attendance and lateness policy, appropriate to different age groups, is made known to all staff and students. All absences are followed up in a timely manner. There was evidence during the inspection of action taken when young students are not present at the start of lessons.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity includes a brochure (called a prospectus) and a website. The prospectus (with fees sheet) is considered by NWA to be the main medium. Use is also made of social media. Before the inspection key information was lacking on the website, notably information about costs. See those criteria marked as 'not met'. During the inspection links to a fees sheet, the brochure and key information sheets were added to the 'Contact Us' webpage. M22 Although the publicity is generally accurate, some of the information given in the videos and the 'News' section contained within the website was out of date and possibly misleading. Changes were made at the time of the inspection and therefore this criterion is no longer a point to be addressed.

M25 Before the inspection there were no costs included on the website. Price lists with a list of costs are now available on the website. However, the information is not easy to find. This therefore remains a point to be addressed.

M26 Before the inspection this information was not available on the website. A description of unsupervised time is now accessed via links on the website to the safeguarding policy and the key information leaflets. Therefore, this criterion is no longer a point to be addressed.

M27 Before the inspection there was insufficient detail on the website about the accommodation offered. During the inspection further information was added via links on the 'Contact Us' page. However, this is not easy to find, and some advice is potentially misleading. For example, students are asked to bring towels although, for students staying in homestay, a supply of towels by the host is a requirement. Therefore, this is still a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
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P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises provide a very comfortable and attractive environment for students and staff. Floors in the main building can be accessed by stairs or by lift. There is ample space for students outside lesson time in the social area, in the café and in the large hall. All parts of the building are well maintained and cleaned daily.

P2 All classrooms are spacious, well furnished, quiet and have good natural light. They allow for flexibility of layout and easy movement around the space.

P4 There is an onsite café with a wide range of meal options at affordable prices. Differing dietary requirements can also be accommodated. The groups of young students are usually provided with a packed lunch.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P12 Resources are reviewed during monthly teachers' meetings and formally on an annual basis by the academic managers. There was evidence of a number of resources having been purchased or created to meet the specific needs of the courses being offered.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 Three out of the four tutors teaching at the time of the inspection have diploma-level qualifications. This profile remains constant throughout the academic year. Some have, in addition, qualifications suitable for teaching specific courses or age groups.

T3 All members of the teaching team have relevant experience with adults and school children. Some teachers have useful additional experience: for example, in special educational needs, and the teaching of subjects such as music or drama.

T4 The DoS and the senior teacher are TEFLQ. Between them they have many years of relevant experience in private and state schools, both in the UK and overseas.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T8 Many of the courses are self-contained so this criterion is not applicable. For those courses which cater for continuous enrolment, the course design, which is based on weekly lesson plans, takes this into account. Teacher inductions give guidance on how new students can be integrated effectively into existing classes.

T9 Excellent guidance and support is provided to teachers. The DoS and senior teacher liaise closely with teachers on a daily basis. There are formal monthly meetings and training sessions. Teachers in the focus group stated that they were well supported by academic managers.

T10 Teachers, especially newly employed teachers, are regularly observed and given opportunities to observe their peers. Quarterly observations are conducted by the DoS and senior teacher, sometimes together so they can compare impressions. Action planning is included in the observation feedback to ensure future development and to inform teacher development sessions. Teachers send in their weekly plans to be checked by the DoS.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 There are guidelines for teachers on how to design a programme suited to the specific needs of students. Learning outcomes for each course are clearly set out, with suggestions for resources. For closed groups, course content is often negotiated before the students arrive but there is evidence that some content can be decided by the teacher and students together, depending on the interests of the group.

T12 All courses are reviewed annually by the ELT management team. Relevant feedback from students and teachers is taken into account in this process.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Morning lessons at all levels and afternoon workshops.

Comments

The teaching observed includes that of the senior teacher who was scheduled to teach 12 hours during the week of the inspection.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 This criterion is met overall. With one or two exceptions, teachers provided accurate models of spoken and written language. The illustration of grammatical structures and of lexis was satisfactory. There was some evidence in better lesson segments of knowledge of phonological systems: for example, use of phonemes and stress and intonation marking.

T24 Teachers devised plans which drew on the course objectives. The content was partly based on the requests of students or the sending school and there was a specific focus on the learning needs and motivation of school-aged students on short courses. However, there was no evidence of attention being paid to the specific language needs of the students in the monolingual groups.

T25 Lesson plans included appropriate learning outcomes. Outcomes were put on the board and discussed with students at the start of the lessons. Plans indicated that they would be reviewed at the end. Learning outcomes were achieved through a coherent sequence of activities.

T26 A range of techniques was observed: for example, eliciting, questioning, nomination. Effective use was made of warmers and games. Generally, instructions were clear and checked with students. In better segments, good drilling of new vocabulary was observed but often students were not given enough controlled speaking practice.

T27 Technological resources were used very well to illustrate language and to engage students via video, use of tablets and students' own phones. The quality of boardwork varied. Although new vocabulary was put on the board, it was often not neatly organised with an indication of how the words should be pronounced. Students were usually seated and grouped appropriately for the tasks being undertaken. However, in some whole-class activities, students were not seated so they could easily see the other students in the class.

T28 Teachers monitored well. In better segments, feedback on oral errors was given effectively: for example, prompting of self-correction. In others, written exercises or activities were corrected but opportunities were missed to pick up on students' pronunciation errors and to provide follow-up practice.

T29 Lesson plans included activities to assess whether learning had taken place. There was reference to work done previously and to what had been learned in the current lesson. Many lessons were project based; they included an end product, for example, a poster or a presentation.

T30 Teachers created a positive learning atmosphere and a sense of purpose. Most students were attentive and engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Lessons were generally well planned with content which met the needs and interests of the learners. Teachers used a range of appropriate techniques and made good use of technological resources. However, not enough attention was paid to the pronunciation. Generally, students were actively engaged and they reported that they enjoyed their lessons.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	

W3 There are very good levels of pastoral care in the school. Students in the focus group spoke highly of the level of care they receive; they felt well looked after and knew who to go to for help with any problems. Welfare and pastoral care are promoted to students as part of a comprehensive induction.

W4 An ethos of tolerance and respect for all is very evident in the school. There are clear procedures for dealing with abusive behaviour, and pictures to help explain the policies to lower-level learners are used at induction.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this area are fully met.	

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The applicable criterion in this area is met.	

Leisure opportunities		Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.		Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.		Strength
W25 Any leisure programmes are well organised and sufficiently resourced.		Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.		Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.		Strength
Comments		
W23 Students are given plentiful information to enable them to get the most out of their time in Derry and the surrounding area. Adult students are given help to book any activities or events outside the scheduled programme. All students receive regular updates about what is happening locally and information is displayed in the student social area.		
W24 Students benefit from a well-thought-out leisure programme, which offers something for all age groups, using the city of Derry and an introduction to local culture as a starting point for the planning of the programme. Students commented on how much they enjoyed and benefited from the programme.		
W27 Staff supervising leisure activities all have experience, training and are very knowledgeable about the local area. The employment of Blue Badge guides for some of the off-site excursions adds another degree of expertise to the overall provision.		

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.		Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.		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.	Strength
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

The school accepts 16 and 17 year-olds on adult courses. Groups of under 18s are accepted throughout the year. Out of 54 students studying at the time of the inspection, 50 were aged under 18. This is typical year-round.

S1 The safeguarding policy is generally comprehensive, but it did not include details of cover arrangements or information on recognising abuse. These details were added to the policy at the time of the inspection and this is no longer a point to be addressed.

S2 The school's safeguarding policy and approach to safeguarding are disseminated widely to all who come into contact with the school, including homestay hosts, external providers and group leaders. All permanent members of staff are trained to advanced level. Freelance teachers receive comprehensive safeguarding training as part of their induction and must sign to say they have undertaken this training.

S5 Attendance is checked and prompt action is taken if an under 18 is absent. All under 18s wear lanyards and are clearly identifiable. When adult students are in the school, classes are organised and breaks scheduled to minimise contact between adults and juniors.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2006
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	NWA shares premises with an Irish culture and language centre. Externally validated teacher training course.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	NWA also has premises in the Republic of Ireland but this business is not accredited by the British Council.

Private sector

Date of foundation	1997
Ownership	Name of company: North West Academy of English

	Company number: 50928
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: March 2023
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	6
Full-time ELT (15+ hours per week) aged 16–17 years	6	74
Full-time ELT (15+ hours per week) aged under 16	44	0
Part-time ELT aged 18 years and over	0	2
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	54	82
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Spanish	Italian, Polish, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–40	16–40
Adult programmes: typical length of stay	1–6 Weeks	1–6 Weeks
Adult programmes: predominant nationalities	Italian, Polish, Spanish	Italian, Polish, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	Centre staff	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

During the week of the inspection the senior teacher was scheduled to teach 12 hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0

Teachers without appropriate ELT/TESOL qualification	0
Total	4
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	4	26
Private home	0	N/a
Home tuition	N/a	N/a
Residential	0	24
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	4	50
Overall total adults + under 18s	54	