

Organisation name	North West Academy of English, Derry, Northern Ireland
Inspection date	25–26 April 2018

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in safeguarding under 18s have been addressed, and in six months to demonstrate that weaknesses in publicity have been addressed.

Summary statement
<p>The British Council inspected and accredited North West Academy of English, Derry, in April 2018. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language teaching organisation offers courses in general and professional English for adults (16+) and for under 18s and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, academic staff profile, academic management, and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of publicity.</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 that was founded in 1997 and was first inspected in 2006. In 2016 the school moved to its current premises in the centre of Derry and a spot check was conducted in that year to confirm their suitability.

The current inspection was conducted by two inspectors over one full day, one morning and part of an afternoon. It took place when the school had a closed group of Polish students aged from 12 to 17. The. Meetings were held with the managing director (MD), the operations & marketing director, the director of studies (DoS), the assistant director of studies (ADoS), the office manager, the accommodation & logistics manager and the two members of the social department. The four teachers timetabled during the days of the inspection were observed by both inspectors, and meetings were held with the teachers and with a group of students. One inspector visited two homestays and one of the houses owned by the school in the city centre offering self-catering accommodation.

## Address of main site/head office

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

## Description of sites visited

The school is based in a large, modern building close to the city centre and to transport links. The building is a purpose-built Irish language, cultural and enterprise centre, and the school operates in parts of the building, and shares certain facilities. The premises have four floors and a roof garden. On the ground floor there is a large 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. The school uses four classrooms, office space for management and administration, a student lounge, an IT suite for students, and a staffroom/resources room. 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 and toilets on the fourth floor; there is also a disabled toilet on the ground floor. Junior courses are based in a large, three-storey house next door to the main building. There are four classrooms in total, as well as a large staff kitchen, sometimes used as a classroom, and toilets.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers general English courses to adult (16+) and under 18s throughout the year. Some of these courses, referred to as winter and summer courses, include homestay accommodation and a social programme. NWA also runs work placements with local companies with and without English language preparation. The school offers teacher development courses, which focus on Content and Language Integrated Learning (CLIL) methodology. Business English classes are also offered and one-to-one examination classes have been run.

## Accommodation profile

The school offers accommodation in a large number of homestays and in three houses that it owns in the city centre with self-catering facilities for students over 18.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the school operates to the benefit of students and staff, and in accordance with its stated goals and values. *Strategic and*

Report expires 31 March 2023

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*quality management* and *Staff management* are areas of strength. There is a need for improvement in publicity.

### **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 environment for work and relaxation. The learning resources available are appropriate for the age and needs of the students. Guidance in the use of these resources is given, when required. *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 are well qualified and have relevant experience and development. Teachers receive good support to ensure that they provide appropriate teaching to students. Courses are structured and managed effectively. 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 security of students is well assured; accommodation is of a good standard and generally well managed; leisure programmes for groups are full and varied. *Leisure opportunities* is an area of strength.

### **Safeguarding under 18s**

The provision meets the section standard. Comprehensive safeguarding policies and procedures are in place for students under 18. Staff training is good. There are suitable arrangements for the safety of students outside lessons. Access NI clearance needs to be obtained for all adults in homestays and homestay provider references need to be recorded.

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## **Evidence**

### **Management**

<b>Strategic and quality management</b>	<b>Area of strength</b>
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**

M1 The aims of the school are referred to in the brochure, the welcome pack, website, student and staff inductions, the employee handbook and the office noticeboard.

M2 Senior management is fully aware of the need to think and act strategically and adapt to changing market conditions. The strategic direction of the organisation is discussed in management meetings and with staff, who are invited to input their own ideas. Action plans are developed for all departments. However, there is no overarching organisational plan for the whole business.

M3 The structure of the organisation is clear and known to all staff and students. There is an attractive staff photo gallery in the building. Cover arrangements are comprehensive and clear; there is appropriate cover for all management positions, including the academic management ones. All staff have been given their own tablets.

M4 There are effective channels of communication within and between departments. 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.

M5 Student feedback is collected at the beginning, during and at the end of course. All aspects of courses are

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evaluated. Immediate action is taken and recorded when necessary on an issues database. Feedback is analysed and discussed with staff.

M7 Quality reviews are conducted regularly using multiple evidence sources from different stakeholder groups. Self-evaluation processes are conducted for different inspection and quality assurance processes.

<b>Staff management and development</b>	<b>Area of strength</b>
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 The school has hired an external HR consultant to ensure that all aspects of this area are well met. Policies are well documented in the staff and ELT staff handbooks. Staff stated that they felt appreciated and fully supported.  
M10 Recruitment procedures are extremely thorough and include trial lessons by teachers. The school has taken steps to recruit staff with additional skills appropriate for teaching under 18s.  
M11 All staff receive comprehensive and well-designed inductions. Induction schedules are followed and spread over an appropriate period of time. Basic health and safety training is provided to all staff.  
M12 All staff receive appraisals, although these do not always lead to clear objectives being set for members of staff.

<b>Student administration</b>	<b>Met</b>
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.	Met
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.	Not 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 throughout courses. Oral and written feedback about staff in this area from students and group leaders is very positive.  
M19 The attendance and lateness policy is made known to all staff and students through respective inductions, the website, and staff and student noticeboards. All absences are followed up in a timely manner.  
M20 The statement in the terms and conditions that students may be asked to leave the course for 'misconduct' is not sufficiently clear. There is reference to disciplinary action in the student handbook, but this also does not make clear what kinds of misconduct might lead to immediate expulsion.

<b>Publicity</b>	<b>Need for improvement</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about	Not met

the premises, location, and the extent and availability of the services and resources.	
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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

Publicity includes a brochure, a website and social media sites.

M22 Although the publicity is generally accurate, some of the claims about the provision might give rise to unrealistic expectations, including the statements that the school offers 'a vast range of study programmes' and that there is 'a varied and enjoyable social and cultural programme for all our students'. Although the social and cultural programme for groups is extensive, not all individual students have access to such varied social programmes at all times of the year.

M23 School publicity is generally written in accessible English with the exception of a few expressions on the website.

M24 Publicity generally includes accurate and easy-to-find information on courses. However, no maximum enrolment age is given for courses for under 18s.

M28 The website claim that teachers are 'qualified to the highest level' is not true for all teachers at all times of the year.

M29 The website states that the school is 'accredited by' a number of bodies that do not accredit language courses.

#### Premises and resources

Premises and facilities	Area of strength
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.	Strength
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 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 ground floor café and in the large hall. All parts of the building are clean and very well maintained.

P2 Classrooms comfortably seat the maximum class number. All classrooms are spacious and quiet and have good natural light.

P3 The centre provides a comfortable welcoming environment to students. The under 18s are able to use the large hall on the ground floor during breaks. There is also a student social area on the first floor and break-out areas in other parts of the building.

P4 The centre café has tables and chairs and serves a range of local and international dishes. There are water coolers in both buildings.

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 systematically during monthly teachers' meetings and on an annual basis by the academic managers. There was evidence of a number of resources having been purchased in the recent past.

### 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 Most of the teachers have diploma-level qualifications. This profile remains constant throughout most of the year.

T3 All teachers have relevant experience with adults and juniors. Some teachers have useful qualifications in special educational needs and experience in subjects such as music, creative writing, drama and photography.

T4 The DoS, the ADoS and the senior ELT tutor all have diploma-level qualifications and considerable, relevant teaching experience.

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.	Strength
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.	Met

#### Comments

T7 Cover arrangements are comprehensive and work well. Academic managers or the senior language tutor can cover a class if they are not teaching. In addition, the school has a list of freelance teachers who might be available; one of NWA's office staff is TEFLI and would be able to step in, if required.

T8 Course design, which is based on weekly lesson plans, clearly takes into account the continuous enrolment policy of the school. The school's ELT department procedures include excellent mechanisms for ensuring that students are integrated effectively into existing classes. Inductions refer to these measures.

T9 Guidance and support is provided to teachers through a number of channels. The ELT department procedures' file contains very useful, detailed information. The DoS liaises closely with teachers on a daily basis. There are formal monthly meetings and training sessions to which all ELT staff are invited. Teachers send in their weekly plans to be checked by the DoS. Teachers in the focus group staff stated that they were well supported by academic managers. Peer observations regularly take place.

T10 Teachers, especially newly employed teachers, are regularly observed and given opportunities to observe their

peers. However, some of the observation feedback does not include action planning for ensuring future development.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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

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

T13 Some information about courses is sent to students in welcome emails. However, students do not receive sufficient detail about their programmes of study, for example, weekly plans are not on display in classrooms and lesson aims and learning outcomes are not visible in most classrooms.

<b>Learner management</b>	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 section are fully met.

#### Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	Different lessons on a Polish closed group course.

#### Comments

The DoS was not observed as her lesson took place outside the days of the inspection.

<b>Teaching: classroom observation</b>	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.	Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 Teachers generally produced accurate models of spoken and written. However, some structures modelled were unnatural and there was some usage of local expressions without contextualisation.

T24 Topic-based lessons had been largely based on the stated wants and needs of students. Students had been asked in advance of lessons what they wanted to study.

T25 The learning outcomes were not visible in most classes, for example, not displayed on the board or on weekly plans. Lessons observed were coherently sequenced.

T26 In some classes, students interacted effectively in pairs and groups. However, some lesson segments observed were unnecessarily teacher focused.

T27 Technology, including slides, was used appropriately. Some teachers gave good, clear instructions, whereas some did not; in many classes instruction checking was not done effectively or at all.

T28 Feedback on oral errors was given effectively in many classes, but in some lessons it was not provided, which led to students echoing the mistakes of other students. Some use of students' first language was not managed effectively.

T30 Most students were engaged in their lessons, particularly in the lesson segments where students were working on tasks with their peers. Student engagement was less apparent in teacher-centred lesson segments. Teachers generally used language that was appropriate to the level of their students.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. The lessons observed ranged from good to satisfactory, with the overall standard being satisfactory. Lessons were well planned and were appropriate to the needs of learners. Teachers generally used a good range of techniques, but instruction comprehension was rarely checked. Students were actively engaged in most, but not all lessons.

#### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
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.	Met
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.	Not 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

W1 There is a full risk assessment for both of the buildings used by the school. Provision for fire drills and evacuation routes is good. Students wear lanyards and ID cards that are colour-coded to indicate the status of the



wearer. There are permanently staffed receptions in both of the buildings.

W3 Pastoral care is provided and students were aware of who they should turn to in case of need. The information provided in the student handbook is inadequate with the section on pastoral care containing only information about where religious observance was possible. Details about who to contact for pastoral assistance are not easy to find in the student handbook.

W6 Information is given about travel from the point of entry to the provider but costs are not indicated.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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

W9 The homestays and self-catering accommodation visited were of a good or very good standard.

<i>Accommodation: homestay only</i>	
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.

<i>Accommodation: other</i>	
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

W21 Information is available to students but they are not currently told of the disadvantage of not being able to practise their English if they move into private accommodation.

<b>Leisure opportunities</b>	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	Met

and off-site activities.	
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
<b>Comments</b>	
W23 Very full programmes are negotiated with sponsors of closed groups. They were very well received by students and group leaders. Social events and trips are offered to students not included in closed groups. Students are made aware on noticeboards and through the <i>Visit Derry</i> website of local events.	
W24 The content of the programmes is varied but consistently appropriate for the student groups.	
W27 The staff supervising activities are well trained and have considerable experience. A Blue Badge guide is used for local trips.	

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	Not 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. All 34 students in the school at the time of the inspection were under 18. Their ages ranged from 12 to 17.

S2 Five members of staff have specialist training and one advanced training, so there is ample cover for the designated safeguarding lead.

S4 All homestay providers have Access Northern Ireland clearance, but not yet all other adults in the homestays. This issue should be addressed as a matter of urgency. Details of two referees are included in the documentation of post-2016 homestay providers, but there are no records of the telephone conversations with them.

S5 Students under the age of 18 are taught in a building adjacent to the school's main site; no adults are taught in this building. Access to the building is supervised and there are premises patrols during breaks. Required supervision ratios are met or exceeded during scheduled activities in and outside the school.

### 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	2014
Subsequent spot check (if applicable)	2016 (change of premises)
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1997
Ownership	Name of company: North West Academy of English Company number: 50928
Other accreditation/inspection	Education and Training Inspectorate, NI

### Premises profile

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

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	9
Full-time ELT (15+ hours per week) aged 16–17 years	7	42
Full-time ELT (15+ hours per week) aged under 16	27	68
Part-time ELT aged 18 years and over	0	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>34</b>	<b>120</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	Not advertised	Not advertised
Junior programmes: predominant nationalities	Italian, Spanish, Polish	Italian, Spanish, Polish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–40	16–40
Adult programmes: typical length of stay	1–12 weeks	1–12 weeks
Adult programmes: predominant nationalities	Italian, Spanish, Polish	Italian, Spanish, Polish

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	8
Number teaching ELT 20 hours and over a week	0	

Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	1	

### 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 inspection week the DoS taught for one hour and the ADoS taught for 15 hours.		

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		2
TEFLI qualification		1
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		0
Total:		3
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	0	34
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
<i>Arranged by student/family/guardian</i>		0
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	34
Overall total adults + under 18s	34	