

Organisation name	Preston Academy of English
Inspection date	8–9 October 2019

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.	N/a

### Recommendation

We recommend that the period of review may now be ended, and accreditation continued until the next full inspection, which falls due in 2023. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and W2 have been addressed.

### Summary statement

The British Council inspected and accredited Preston Academy of English in October 2019. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, and teaching.

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

### Introduction

Preston Academy of English (PAE) was founded in 2012 and is a limited company. All shareholders are family members, one of whom is the principal, and another manages financial matters.

The school was inspected in July 2018 and accreditation was placed under review because the section standard for management was not met and there were weaknesses in academic staff profile and course design. In addition, the section standard for safeguarding under 18s was not met. The period of review was to be ended by the submission of a satisfactory action plan within three months, followed by a full inspection within 12 months.

Subsequent to the inspection, the school made the decision to raise the minimum age to 18 and students under the age of 18 are no longer accepted. The school has worked hard to address the weaknesses noted in other areas.

The inspection was carried out by two inspectors and took place over two days. Meetings were held with the principal, the academic manager (AM), the welfare manager (WM), the enrolment officer (EO) and the administrative assistant (AA). Focus group meetings were held with teachers and students and all teachers timetabled during the inspection days were observed. One inspector visited the student of residence used by the school.

#### Address of main site/head office

Preston Academy of English, 44 Ormskirk Road, Preston PR1 2QP

#### Description of sites visited

The school is in the centre of Preston and is well served by public transport links. It occupies part of a corner block which has two coded access doors, one of which leads into the ground floor student common room. The other, the main entrance, leads directly to the first floor where there are seven teaching rooms, a computer learning centre, a reception area, a teachers' room, which is also used by the AM, a staff kitchen, the principal's office, and the WM's office. A completely separate space on the ground floor is used as a government test centre that is administered by the school.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

General English classes are available every day as part-time courses (6,8,10 12 hours per week) and full-time courses (15, 20, 24 and 28 hours per week). Three levels, beginner, elementary and intermediate, were being run at the time of the inspection. An eight-hour IELTS preparation course was running in the afternoon. This can be accessed independently or can be added to the general English course. A one-to-one class was also being delivered every afternoon. Small groups can enrol for preparation classes for the international English language test for healthcare professionals and other externally validated English language examinations on demand. There is a pre-intermediate, women-only class.

#### Management profile

The management team is made up of the principal, the AM, the WM, the EO and the AA. Each has their own separate duties and responsibilities, but they work very closely together and could each substitute for the other. The teachers are managed by the AM, the others by the principal. The full-time AM has been in post for eight weeks.

#### Accommodation profile

Most students arrange their own accommodation independently. However, the school provides residential accommodation at a student residence, which is a five-minute walk away. Accommodation is arranged and booked by the enrolment officer. After their arrival, the welfare officer supports and monitors students' stays in the residence.

Students are placed in self-contained shared student flats within the residence, sharing with other students who do not attend the school. Each flat has six to eight lockable single bedrooms with ensuite shower room and a

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communal kitchen and lounge. The residence has 24-hour supervision and security. All students are accommodated on a self-catering basis.

During the week of the inspection one student was staying in the residence.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. Clearly stated goals and values underpin the cooperative and developmental ethos of the school. Strategic and quality management are effective, and all aspects of student administration are carried out efficiently and sensitively. Human resources policies are sound, and procedures and documentation are clear. Publicity is satisfactory. *Strategic and quality management, Staff management and development* and *Student administration* are areas of strength.

#### Premises and resources

The provision meets the section standard. 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 in the use of these resources is provided for students and staff where needed.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

#### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care and leisure activities are met. Students benefit from good student services policies and procedures. Students in accommodation arranged by the school benefit from good levels of comfort and security, appropriate to their needs.

#### Safeguarding under 18s

No students under the age of 18 are accepted.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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### Evidence

#### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

#### Comments

M1 The mission and values statement is detailed, clear and well publicised. Staff were fully committed to its aims and there was ample evidence of its positive effect on the running of the school

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M2 The strategic plan presented a number of SMART objectives in a well-designed template, which named people responsible, time scale and indication of progress. It was good to note that a number of objectives had already been achieved and others were progressing.

M3 The structure is very clear. Management and administrative staff work well together, and with welfare and academic staff. There are sufficient staff to manage provision, helped by the appointment of an academic manager who is full-time. Records of staff and students are well kept on two efficient IT management information systems. Photoboards ensure that students are well aware of who is who.

M5 Clear and comprehensive feedback forms are completed by students in the first few days of the course and towards the end of their stay. The WM, who is also responsible for quality, has frequent meetings with students, including one in the first week, to check on satisfaction with all aspects of provision. Feedback forms showed a high level of satisfaction, which was confirmed in the student focus group meeting. Evidence was seen of effective action taken in response to feedback.

M7 As seen in the action plan, the school has responded fully and positively to the points to be addressed from the last inspection. The comprehensive self-assessment document produced for this inspection is evidence of the school's commitment to continuous review and improvement.

<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.	Met
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.	Strength

#### **Comments**

M8 All documents relating to human resource matters are stored in a comprehensive IT management information system which allows staff to access documents that are relevant to them. These include all human resource policies, including terms and conditions, as well as individual job descriptions, contracts, appraisal documents, induction and continuing professional development (CPD) records.

M10 All aspects of recruitment are carried out consistently and are fully recorded. Documentation is comprehensive and readily available for checking.

M13 Staff are seen as a valuable resource and investment in CPD contributes to that resource. CPD is well established and there was impressive evidence of activities and events, both internal and external, for management, administrative, welfare and academic staff.

<b>Student administration</b>	<b>Area of strength</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.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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 Good customer service is seen as a priority. All students have to pass through reception on their way to class. The atmosphere in the reception office is welcoming and staff are efficient and helpful. Evaluation forms indicated a high level of satisfaction with the service provided and this was confirmed by students in the focus group meeting.

M15 Pre-arrival information is helpful and once contact has been made communication is maintained. All details are meticulously recorded and kept up to date. A close watch is kept on student satisfaction with their choice of course by teachers, the AM and the WM.

M16 Enrolment is carried out very efficiently. Clear cancellation and refund information is available on the website and on the application form. Flexible payment plans are arranged for some students.

M19 There is a clear policy on attendance and punctuality. It can be found in pre-arrival information and in the student handbook. It is reinforced at induction and through clear notices in every classroom. Evidence was seen of full follow-up of absences and of lateness.

<b>Publicity</b>	<b>Met</b>
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.	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.	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.	N/a
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**

The school's only medium of publicity is the website. In addition, it has social media channels to communicate school events.

M27 There was very little information about the services provided by the residence. This was added to the website before the end of the inspection. This is now satisfactory so is no longer a point to be addressed.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Met</b>
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.	Met
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.	Met
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. They are spacious, pleasant and well maintained, spotlessly clean and well decorated.

<b>Learning resources</b>	<b>Met</b>
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.	Met

#### Comments

All criteria in this area are fully met.

### Teaching and learning

<b>Academic staff profile</b>	Met
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.	Met
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.	Met

#### Comments

T3 The team has an appropriate range of experience both at home and abroad. Staff have attended external training events to enable them to fully support students on new courses.

<b>Academic management</b>	Met
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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

T5 A work-shadowing procedure is put in place for staff moving into unfamiliar areas of work.  
T7 Cover arrangements for both planned and unplanned teacher absence are thorough. The AM can call upon a number of teachers for cover and she is also available. A course file is kept in every classroom containing a class profile and record of work done. Lesson plans and materials are available for emergency cover.

<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.	Met
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.	Strength
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**

T13 Written course outlines and intended learning outcomes are not made available to students. In most classes learning outcomes for the lesson were seen on the whiteboard and some lesson plans allowed for reflection at the end of the lesson.

T14 The WM and AM liaise to plan excursions with clearly defined language learning aims.

**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	4
Number of observations	8
Parts of programme(s) observed	All levels of general English, one IELTS class, a one-to-one class, and one women-only class.

**Comments**

None.

**Teaching: classroom observation**

	Area of strength
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.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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.	Strength

**Comments**

T23 For the most part, teachers demonstrated sound knowledge and awareness of the use of English and the systems underlying it. Overall, good models of spoken and written English were produced, and some teachers drew attention to word stress and practised pronunciation of words in connected speech. Occasionally, language explanation was unclear and inaccurate.

T24 Class profiles were detailed and showed how teachers, while working within the scheme of work and the coursebook, were also allowing for the frequently changing class group and the needs, experience and interests of the individual students present.

T25 All lessons led to clear learning outcomes which were shared with the students and potential difficulties were identified. Staging was well organised, and activities were coherently sequenced to lead from familiar to new language and movement from controlled to free practice.

T26 A good range of teaching techniques was seen, all appropriate to the level and needs of the students. These included checking understanding of tasks, meaning and concepts, patient prompting, careful eliciting and respecting student contributions. Differentiation worked well and provision for special educational needs in task and approach was noted

T27 Teachers demonstrated effective management of the classroom environment and the resources available to them. The whiteboard was well used; the coursebook was frequently supplemented with other interesting materials, some of which had been produced by the teachers. Tasks were firmly timed. Good study skills were being encouraged, especially the use of a dictionary and the storing of vocabulary.

T28 Effective monitoring was seen in every class, together with an appropriate level of correction. Written work in the course files showed meticulous marking and helpful comments. Some self and peer correction worked well.

T29 Review activities featured in most lesson plans and were seen in action. Teachers planned achievable language tasks which ensured measurable success. There was frequent reference back to previous learning.

T30 Knowledge of, respect for, and interest in the students ensured a positive atmosphere in every class. Good nomination, lively pace, appropriate tasks, as well as valuing students' experience and contributions, contributed to the promotion of learning. Students were clearly used to learning from each other and competition and humour added to the enjoyment of the learning experience. For the most part, there was a good balance of teacher and student talk.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with an overall standard of good. Teachers planned and delivered interesting lessons which led to learning outcomes that were relevant to their students. Resources were used competently and classroom interactions were managed in such a way as to encourage students to acquire and extend their knowledge of the English language and to increase their confidence in its use.

### 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.	Not 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.	Not 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.	Strength
Comment	

W1 There are many measures in place to ensure student safety and security, including risk assessments, daily building checks and fire checks. However, at the time of inspection, the school was unable to provide evidence of a fire risk assessment and up-to-date Gas Safe certificate for the premises.

W2 There is a policy in place for a major incident on school premises. However, the policy does not make any reference to students in accommodation nor times when students are off site.

W3 There are very good procedures in place for ensuring pastoral care. The WM is very active during the arrival and induction process for new students. She has a meeting with every new student when they start their course and maintains close contact throughout their stay. Individual welfare meetings are held with students every month. A checklist is kept for each meeting and any action taken is recorded.

W4 Tolerance and respect are promoted throughout the organisation and are central to its ethos. Students are made aware of policies and expectations through handbooks and noticeboards.

W8 There is very good provision of staff trained in first aid. The WM supports students to register with a local GP and is available to accompany students to healthcare providers when needed.

**Accommodation** (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.	Not met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
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.	N/a

#### **Comments**

W9 Residential accommodation is secure, spacious and comfortable with ensuite bathrooms, Wi-Fi and excellent facilities.

W10 At the time of inspection, it was not made clear in advance to students that they must clean their own accommodation. This was remedied during the inspection and is no longer a point to be addressed.

W11 Residential accommodation is visited at the time of every new student's arrival. Initial student feedback is collected, recorded and followed up systematically by the WM.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### **Comments**

None.

<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**

W22 The school does not recommend any other accommodation.

<b>Leisure opportunities</b>	
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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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.	Met

#### **Comments**

W23 Information about events is available through the handbook and on a noticeboard. The WM supports students with bookings and tickets and advises them about local social, cultural and sporting events.

W25 The programme is very well staffed and resourced. The welfare and academic managers work together to prepare resources for a preparation lesson, and the programme itself. Teachers attend all activities and are fully briefed.

### 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	28–29 October 2014
Last full inspection	July 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	Accreditation under review
Other related non-accredited activities (in brief) at this centre	Computer-based testing for Department for Education (Professional skills tests) and the Home Office (Life in the UK test)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	October 2012
Ownership	Name of company: Preston Academy Ltd. Company number: 08239535
Other accreditation/inspection	N/a

### 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

Student profile	At inspection	In peak week: August (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	15	22
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	8	6

Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>23</b>	<b>28</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–24	18–24
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	3
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	2	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The academic manager does not teach; she may occasionally provide cover.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	N/a

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 or friends	16	N/a
Staying in privately rented rooms/flats	6	N/a
Overall totals adults/under 18s	23	N/a
Overall total adults + under 18s	23	