

Organisation name	WE Bridge Academy, Cardiff
Inspection date	8–9 March 2016

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

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited WE Bridge Academy in March 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+).

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

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, teaching and care of students.

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

## Organisation profile

Inspection history	Dates/details
First inspection	March 2012
Last full inspection	March 2012
Subsequent spot check (if applicable)	February 2013
Subsequent supplementary check (if applicable)	October 2013, September 2015
Subsequent interim visit (if applicable)	
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service ELT training courses, Professional Development courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	December 2009
Ownership	Limited Company; company number 07104100
Other accreditation/inspection	ISI

## Premises profile

Address of main site	10th Floor, East Wing, Southgate House, Wood Street, Cardiff CF10 1EW
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is on the 10 <sup>th</sup> floor of a modern office building situated in the centre of Cardiff opposite the train station and close to the main shopping area. The building is owned by Cardiff City Council and leased to a range of companies. The school is currently the only company on the 10 <sup>th</sup> floor and is three years into a five year lease. There are three male and three female toilets on the landing of the tenth floor. On the ground floor there is a reception desk open from 07.00 to 19.00 where visitors sign in and out. At the entrance to the school premises is the reception and five offices for the managing director, the director of studies (DoS), the office manager and welfare officer, the housing officer and the director of the international foundation programme (IFP). There are nine classrooms with additional space for meetings, a student lounge and a staffroom with nearby staff kitchen and eating area. A prayer room with appropriate washing facilities is located on the lower ground floor of the building.

## Student profile

	At inspection	In peak week: November (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	90	100
Full-time ELT (15+ hours per week) aged 16–17 years	4	15
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	2	5
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	96	120
Minimum age	16	16
Typical age range	18–40	18–40
Typical length of stay	12–40 weeks	12–40 weeks

Predominant nationalities	Saudi, Omani, Qatari, Kuwaiti	Saudi, Qatari, Omani, Kuwaiti
Number on PBS Tier 4 General student visas	11	20
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	83	100

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	9
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	5	
Total number of administrative/ancillary staff	3	

### Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	5
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	<b>7</b>

These figures exclude the academic manager(s)

### Comments

The accommodation officer teaches part-time and was scheduled to teach later in the week of the inspection.

### Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The school offers general English courses with examination preparation classes for adults of 16+, teacher refresher courses for overseas teachers and occasional one-to-one classes. It also runs an international foundation programme with a strong element of English language tuition, and subject-specific courses taught by outside tutors.

## Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	14	1
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
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	2
Staying in privately rented rooms/flats	78	1
<b>Overall totals adults/under 18s</b>	92	4
<b>Overall total adults + under 18s</b>	96	

## Introduction

The school, under the name WE Bridge International, was founded in 2009 and was awarded accreditation for one year in 2012. Following a spot check in February 2013 accreditation was extended for the remainder of the four-year period. Two further spot checks were carried out, one in October 2013 to look at the school's new premises, and one in September 2015 as the school had started taking under 18s. The school's name was changed to WE Bridge Academy in October 2015, but the trading name remains WE Bridge International Ltd.

The managing director, who is also the major shareholder, manages the day-to-day running of the school. There is a board of directors made up of the managing director and three non-executive directors, one of whom is based in the USA and one in Kuwait.

The breadth of courses offered in publicity reflects agent requirements. The focus of the business continues to be general English courses with examination preparation classes. A foundation programme, with guaranteed pathways to some universities, started in September 2015, with a second intake in January 2016. This has led to an increase in student numbers with the majority of the students coming from Saudi Arabia, Kuwait, Oman and Qatar. The school has considered running junior courses but currently has no plans to do so.

The inspection took place over one and a half days. Meetings were held with the managing director, the director of studies (DoS), the student services and office manager, the administrator, the accommodation officer, the director of the international foundation programme (IFP) and the two teachers in charge of the social programme. Focus groups were held with teachers and students, and one inspector visited three homestays.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

## Staff management

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

### Comments

M2 The structure of management and administration is clear and known to all staff. Arrangements are in place to ensure continuity at all times and were seen in operation during the inspection.

M3 Detailed job descriptions are in place for all roles.

M4 Channels of communication are very effective and include formal meetings of all staff every month, management team meetings, email communication, noticeboards and informal exchanges. The staff felt well informed and commented very favourably on the management's open-door policy.

M5 There is a clear recruitment policy in place. Staff files are well maintained and include a checklist of records kept. The school employs a human resources company to provide advice on all aspects of employment.

M7 Induction procedures are appropriate and cover health and safety, and job specific issues. An induction checklist is signed by the new staff member.

M8 New staff are monitored by the managing director or the DoS as appropriate. Appraisals for new administration staff are held every six months for their first two years. All staff are appraised annually with clear goals being set and training needs identified. Effective procedures are in place for dealing with unsatisfactory performance.

M9 There is a clear commitment within the school to professional development. A budget is available and staff are encouraged to attend outside training events and, in the case of teachers, present workshops at such events. Personal development needs are identified at appraisals and staff spoke highly of the opportunities available to them.

## Student administration

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

### Comments

M10 The school has recently introduced a new database and staff reported this was producing good results in terms of efficiency. The records sampled were up to date and included the appropriate information. Students commented favourably on the helpfulness of all staff.

M13 Students' local contact details are checked on a monthly basis together with emergency contact details. Records sampled contained the relevant information including the next of kin's relationship to the student.

M14 The attendance and punctuality policy is clear. Arrangements are in place to follow up poor attendance and a warning letter issued during the inspection was seen by the inspectors. However, student absence was noted in all the classes observed.

## Quality assurance

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

### Comments

M17 The managing director produces a three-monthly report for the non-executive directors in consultation with the members of the management team. Staff and student feedback feed into these reports. Processes and practices are reviewed at regular staff meetings and the outcomes of these are appropriately recorded.

M18 There are wide-ranging opportunities for students to provide feedback. These consist of initial, mid-course and end-of-course questionnaires, tutorials held every month, a feedback book at reception and a suggestion box sited near the student lounge. Teachers carry out a 'Monday checklist' every week with the whole class, which allows them to identify any issues that need following up. Relevant staff have access to the feedback collected, which the DoS analyses on a regular basis, recording action taken. The accommodation questionnaires need to be more clearly focused on the type of feedback required at the beginning or the end of a course.

M19 Staff are regularly asked for feedback at staff meetings. More formal feedback is obtained in a questionnaire that teachers complete every three months. The teachers in the focus group felt their views were valued and commented very favourably on the availability of the managers.

M20 Students are made aware of the school's complaints policy at induction, it is included in the student handbook and is on the website. Information is also provided on noticeboards and the policy is written in accessible language. Currently not all complaints and action taken are recorded in writing.

## Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The main form of publicity is the website, there is also a brochure and the school uses social media.

M21 The website contains a few examples of inconsistent spelling, typing errors and some punctuation mistakes. The information provided under the legal information tab is in inaccessible language.

M22 The publicity generally gives rise to realistic expectations, though occasional claims are overstated, and some photographs would benefit from labelling (see M26).

M24 The information on courses is generally accurate, though the times of classes are not available for all courses, and the maximum class size for general English courses refers to 'busy times', without stating when these times are likely to be.

M25 If students pay a registration fee, this covers the cost of the first coursebook. There is no indication of the cost of coursebooks for those students who do not pay the registration fee or those students who need to buy subsequent coursebooks.

M26 On the website, the description of homestay providers as 'high quality' is not easy to substantiate, and the photographs do not reflect the homestays visited.

M28 Some of the terminology used to describe staff qualifications does not reflect the current academic staff profile. Under 'Agents, businesses and governments' staff are referred to as 'highly trained with expert knowledge of

teaching, training and skills development'. Under IELTS course information it states: 'classes taught by experienced and British Council trained staff'.

### Management summary

The provision meets the section standard and exceeds it in some respects. The management of staff is effective and staff are well informed and supported in their roles. Administration operates to the benefit of the students. Quality assurance procedures work efficiently, with staff and student feedback sought in a variety of ways. There is a need for improvement in *Publicity*. *Staff management* and *Quality assurance* are areas of strength.

## Resources and environment

### Premises and facilities

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

#### Comments

R1 The premises provide a very comfortable and professional environment for students and staff. There is a good provision of office space, classrooms are spacious, bright and comfortably furnished. There are good sized and well-presented rooms for meetings and student relaxation.

R2 The office building is very well maintained and the school's premises are extremely well presented.

R3 The classrooms are light with large windows, the furniture is good quality and comfortable. Layout is flexible and there are good-sized whiteboards. There is some noise incursion from other rooms but not from outside the building.

R4 The student lounge has comfortable seating, tables and chairs, a drinks vending machine and a fridge and microwave so students can bring their own food. There is a good choice of food outlets close to the school.

R5 Signage is clear and there are visually attractive noticeboards in the entrance, hallways and classrooms.

R6 The staffroom is of appropriate size and offers space for storage of personal possessions. There is a small staff kitchen with facilities for heating food and making hot drinks, and an adjoining area set aside for staff to eat their lunches.

### Learning resources

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

#### Comments

R7 Appropriate learning materials are available for all courses offered and these include coursebooks and related online material, resource books, some of which are photocopiable, and class sets of dictionaries.

R8 Teachers have access to an appropriate range of reference materials including methodology books and information about examinations. The school subscribes to a number of professional journals and online resources. Reproduction facilities are available in the staffroom and teachers have access to two computers.

R9 All classrooms have projectors and staff have received relevant training. An outside company maintains the computers.

R11 A small library of graded readers is available to students.

R12 The DoS is the person responsible for developing teaching and learning resources. Teachers are consulted regularly on an informal basis as well as on the three-monthly feedback forms. Teachers reported that requests for new material were received positively. Students are asked to comment on materials on the mid-course and end-of-course questionnaires. A budget is set aside for the purchase of new resources.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are of a very good standard and are well presented, providing a professional environment for students and staff. The learning resources support and enhance the studies of the students. *Premises and facilities* is an area of strength.

## Teaching and learning

### Academic staff profile

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

### Comments

T1 One teacher does not have a Level six qualification. The rationale provided was accepted within the context of this inspection.

T4 The DoS is TEFLQ. The director of the IFP is TEFLI. She works closely with the DoS and does not undertake any duties that require a higher qualification.

T5 The role of the director of the IFP involves administrative duties and liaising with universities where successful IFP students may study. She is supervised and supported by the DoS. The rationale provided was accepted within the context of this inspection.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T6 Teachers are matched to courses taking into account their preferences, their strengths and their professional development needs.

T8 The housing officer and the director of the IFP are both TEFLI and available to cover. The DoS is also available, and classes are never cancelled.

T9 Though feedback from students and teachers did not indicate any organisational concerns with continuous enrolment, there is insufficient information or guidance for teachers on ways of managing the pedagogic issues.

T10 There is a good range of continuing professional development (CPD) opportunities for teachers, with monthly in-house workshops, online training and webinars, some peer observations, and teachers actively involved in CPD sessions as facilitators. Financial support is available for outside workshops and conferences, and the school has a budget for teacher development. Teachers spoke very highly of the support provided by the DoS.

T11 Teachers are formally observed once every three months and there are regular 'pop-in' observations. The feedback provided shows discernment and strong robust advice. Teachers' comments on the observation process were very positive.



**Course design and implementation**

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

**Comments**

T12 The school syllabus is grammar based and mapped to the coursebooks chosen by the school. Lexical areas and pronunciation are also included. Teachers are encouraged to respond to student requests and see the syllabus as a basis on which to build.

T13 Coursebooks are reviewed both formally and informally in consultation with teachers and taking into account feedback from students.

T14 A scheme of work, which includes learning outcomes, is displayed in each classroom.

T15 The student welcome booklet provides some general study advice.

T16 Teachers take students out of the classroom for short projects which involve interviews or information gathering within the local community. There is a bank of lesson plans for outside activities, and the school encourages students to practise their English in authentic settings.

**Learner management**

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

**Comments**

T18 Progress tests are held at least once a fortnight and the results are entered on a progress monitoring form kept in class registers. Students have monthly tutorials to review their progress and set new goals. Additional support in the form of individual grammar workshops is available to all students.

T21 Students on the IFP receive regular academic reports, as do sponsored students. Reports are available to all students on request.

**Classroom observation record**

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English and examination courses

**Comments**

None.

**Classroom observation**

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Teachers provided clear explanations of language points with relevant examples pitched at the right level. Pronunciation support was good with parts of speech and stress marks indicated, and phonemic script used purposefully.

T24 Class files included a profile for the group as a whole with students' strengths and weaknesses, but profiles needed to be more individualised. Plans generally indicated realistic timings, and sensitivity was shown to the learners' pace of learning and the need for further practice. Aims were clear and content appropriate.

T25 Learning aims and outcomes were generally indicated on the board. There were coherent sequences of activities clearly linked to aims and lessons were appropriately staged.

T26 A good use of a range of teaching techniques was observed including purposeful eliciting, concept checking and effective questioning to encourage students to find answers for themselves. There were good opportunities for student talking time.

T27 Teachers made confident use of projectors. Whiteboards were generally clearly laid out with sections for new vocabulary and lessons aims, and teachers made effective use of colours, including asking students to choose which colour should illustrate a point. Instructions were checked and teachers provided examples to illustrate an activity. Generally, the teachers were skilled at lifting the coursebook from the page and bringing it to life.

T28 In the best segments teachers provided clear delayed feedback, appropriately extending examples to meet student needs. Teachers noted errors during pair work for later correction. Error correction was principled and student-to-student correction was encouraged.

T29 Tasks were clearly relevant to the focus of the lesson. Aims of activities were made clear and there was good use of concept checking and short tasks to illustrate a point.

T30 There was a purposeful learning atmosphere in every class and students were engaged and focused. Student use of their mother tongue was controlled. Some teachers personalised activities with their students but in other classes opportunities were missed. Nomination could have been improved in some classes.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from good to very good with the majority of segments seen being very good. Teachers displayed a sound knowledge of English and provided clear and appropriate language models for students. Lessons were well staged with coherent activities clearly linked to aims. Profiles for the group could have been supplemented with more details on individual students. A range of teaching techniques was used to good effect, and a confident use of resources was evident in all lesson segments observed. There was a principled use of error correction and timely feedback to ensure that learning was taking place. The atmosphere in all classes was good, students were engaged and there were many opportunities for student talking time. In some classes opportunities for personalisation were missed and nomination could have been improved.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and are provided with good support to ensure their teaching meets the needs of their students. Courses are appropriately designed and students' progress is monitored systematically and effectively. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

#### Welfare and student services

##### Care of students

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

W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

W1 The school provides a very safe environment for students and staff. Risks, including those related to e-safety, have been assessed and addressed and there are very good safeguarding measures in place. There is a security presence at the entrance to the building on the ground floor and WE Bridge has its own reception desk at the school entrance on the tenth floor. ID badges are mandatory at both points. Whole-building fire drills are held twice a year and one of the school's fire marshals has received appropriate training. First aid procedures are explained to students.

W2 Pastoral care begins with induction and there is a pastoral focus in academic tutorials. Under 18s have a separate induction and a weekly meeting with the acting designated safeguarding lead (DSL). A prayer room with washing facilities is available for over 18s.

W3 The student services manager and the student accommodation officer are the named contacts for students. The student handbook gives the roles of the management team, and students in the focus groups were very clear about which members of staff were available to help and support them. All staff are easily accessible with offices close to the classrooms.

W4 Policies and procedures for dealing with abusive behaviour are clearly stated in the school's student code of conduct, which is available in the school handbook and on posters around the school. Good progress has been made with regard to the implementation of Prevent measures. Careful consideration, with help from the local police, has been given to the management of the prayer room, which is located on the lower ground floor and thus divided from the rest of the school.

W5 The school's emergency contact number is available in the student handbook and on the student ID cards. Students are asked to put this number into their mobile phones.

#### Accommodation profile

##### Comments on the accommodation seen by the inspectors

The school offers accommodation in homestays only. Over 18s wishing other forms of accommodation are provided with lists of agencies and offered advice. One inspector visited three homestays.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 Two of the homestays inspected offer modest but suitable facilities; a third offers good facilities overall but two of the single rooms are small for long-stay students.

W10 Some homestays on the register were taken over from another language school when it closed. Re-inspections of these homestays are carried out before a placement is made. Checks are made to ensure that fire risk assessments and annual Gas Safety certificates are in place

W12 Accommodation registers are not complete. In some cases, information about the hosts based on inspection visits had not been recorded.

W13 There is sufficient information given to students when they book their accommodation to meet the points detailed in this criterion.

W14 The contact person is known to students and easily accessible. Problems are addressed promptly. However, first-week questionnaires are the same as those used at the end of the course (see also M18) and would benefit from a clearer first-week focus. Revised versions were produced during the inspection.

**Accommodation: homestay**

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

**Comments**

W20 The main carer in one of the homestays visited had poor English language skills and needed another member of the family to act as an interpreter.

**Accommodation: residential**

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

**Comments**

None.

**Accommodation: other**

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

**Comments**

W24 Informal advice about the implications of living in bedsits or flats is given when needed. Students were clear who they would approach for advice.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

W26 Teachers inform students about what to do in Cardiff. However, more could be done through posters, fliers and screens about what is available.

W27 The demand for a leisure programme is limited among the current long-stay students but those who have participated commented during the focus group that events, including excursions, were well organised by the two enthusiastic teachers responsible. Students are given choices and asked for suggestions. Choice options are placed on noticeboards and final plans advertised.

W28 Risk assessments are in place for all activities. However, more attention needs to be given to first aid provision for informal sporting activities. Special attention is given to under 18s on any leisure activities.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The school offers a safe and caring environment. Leisure activities meet current student needs overall although there needs to be more information about what to do locally. The accommodation systems are generally well administered and work to the benefit of the students. *Care of students* is an area of strength.

## Care of under 18s

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

### Comments

The school takes 16 and 17 year-olds on the adult programme and there were four under 18s at the time of the inspection; one of the under 18s was in homestay arranged by the school, the other three were staying with their families.

C1 There was evidence of expert input into the the school's safeguarding policy. The policy is clear and relevant and regularly reviewed. It includes detailed information on safer recruitment and appropriate codes of conduct for staff. There are named safeguarding leads and appropriate cover arrangements are in place. In February, the safeguarding lead for under 18s took on the role of acting Designated Safeguarding Lead (DSL) for all students for six months or longer when the then DSL went on sick leave. Designated staff are known to both staff and students. The school has considered the main issues that arise from having under 18s on site in an adult environment and aims to meet the school's duty of care outside supervised activities.

C2 All staff have received basic awareness training and sign an agreement that they will abide by the codes of conduct in the safeguarding policy. The school director and the five designated safeguarding staff have received specialist training. Homestay hosts also sign an agreement to adhere to the codes of conduct in the safeguarding policy and the three hosts visited were aware of their safeguarding responsibilities. However, sub-contractors need a summary of the safeguarding policy and should be be required to sign a code of conduct.

C3 In publicity there is only minimal information on welfare provision for 16 and 17 year-olds on adult courses. Parents of under 18s are referred to the 'guidelines for under 18s section' of the safeguarding policy online and asked to sign a consent form allowing their child, for example, to travel unsupervised outside class times.

C4 There is a specific policy on safer recruitment and the school's HR collaborator is preparing an appropriate pro forma for job advertisements in case one is needed. However, to date the school has never needed to advertise. All staff have received enhanced safety checks. Homestay providers sign a declaration at application stage and main carers in homestays are required to have an up-to-date enhanced safety check.

C5 16 and 17 year-olds are signalled to all staff, including those supervising leisure activities. Staff were well aware of appropriate staff-student ratios on leisure activities.

C6 All under 18s are required to sign in at the beginning of the day to ensure safe arrival at the school and absence is followed up immediately. Under 18s have a weekly meeting with the acting DSL and good advice is given to students about what they should/should not do in unsupervised time and appropriate risk assessments are in place. Hosts sampled were well aware of their duty of care and had clear procedures in place to ensure their students were safe when outside the home.

C7 Hosts are informed that there is a strict curfew time for under 18s in homestay and are given clear procedures to follow if the curfew is broken.

### Care of under 18s summary

The provision meets the section standard. The school has a clear and comprehensive safeguarding policy and provides effective training to staff. Provision within the school and on leisure activities is effective. Students are appropriately cared for in accommodation.

