BRITISH COUNCIL

Inspection report

Organisation name	Bath Academy of English
Inspection date	6–7 July 2016

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Bath Academy of English in July 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 for details).

This private language school offers courses in general and academic English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of student administration, quality assurance, learner management and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	July 2008
Last full inspection	September 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	University Foundation Programme; A Level and GCSE courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1974 (holding company) 1997 (Bath Academy)
Ownership	Bath Academy Ltd Company number: 03025819
Other accreditation/inspection	ISI OFSTED

Premises profile

Address of main site	27 Queen Square, Bath BA1 2HX
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	Bath Academy of English is situated in a four-storey, end-of-terrace Georgian building on a square in the centre of Bath. It is attached at the rear to a smaller, two-storey building, also Georgian. The school is arranged over four floors plus a basement in the main building and two floors in the rear building. There is an entrance hall, open plan reception and classroom on the ground floor, a student common room and teachers' room in the basement, three classrooms on the first floor, two offices and a classroom on the second floor and four classrooms on the top floor of the main building. In the link between the two buildings there is a computer room and on the ground floor of the rear building there is a classroom, a staff kitchen, a sick room and a small classroom for one-to-one lessons. On the first floor there are a further three classrooms. There is also an external courtyard at the front of the building. During term time the school shares the premises with Bath Academy, an independent tutorial college.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	90%	90%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	9	15
Full-time ELT (15+ hours per week) aged 16–17 years	2	2
Full-time ELT (15+ hours per week) aged under 16	23	28
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	35	46
Minimum age	12	12

Typical age range	12–40	12–40
Typical length of stay	3 weeks	3 weeks
Predominant nationalities	Russian, Spanish, Italian	Russian, Spanish, Saudi Arabian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	1	1
Number on short-term study visas	24	28

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	9	

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)	2
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
Total	4
These figures exclude the academic manager(s)	
Comments	
None.	

Course profile

Eligible activities	**Year round**		**Vacation**		**Other – N/a**	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☒	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐
Comments						
The school offers general English classes for individual adults (16+) year round, with a junior summer school (JSS) for students aged 12–16 taking place during the summer months. There are also occasional closed groups of adults						

or children throughout the year and several students take one-to-one lessons, sometimes as a supplement to other courses. Courses in business and academic English are offered, as well as English language support for the university foundation programme offered by the sister school, Bath Academy. IELTS preparation courses are run throughout the year.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	8	23
Private home	0	0
Home tuition	0	0
Residential	1	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	12	23
Overall total adults + under 18s	35	

Introduction

Bath Academy (BA) was launched in 1997 and first accredited in 2008. Since the last inspection in 2012 there have been a number of changes: Bath Academy of English (BAE) is now being used to describe the section providing English language tuition, (with Bath Academy referring to the tutorial college), a new Director of Studies (DoS) has been appointed (2014) and all of the administrative team have changed.

During the academic year approximately two thirds of the classes on site are run by Bath Academy. During the summer, there are no BA students and BAE runs general English and summer courses.

There is a separate DoS for BA and BAE, both of whom report directly to the principal.

The inspection took place when no BA students were present and BAE was running both adult and junior courses. Some classrooms on the top floor had been leased to another private language school a few days before the inspection.

The inspection lasted just under two days. Meetings were held with the principal, the director of studies for English language teaching (DoS), the welfare and accommodation and officer (WAO), members of the office administration team, the enrolment and marketing team, the activity co-ordinator, two activity leaders and two group leaders. There were focus group meetings with teachers and students and the four teachers were each observed twice, once by each inspector. One inspector visited three homestays and a residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

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

Comments
M2 The management structure is clear and documented in an organogram. The principal has overall responsibility for both sections of the school (BA and BAE) and the administrative staff. He is supported by a vice principal, who has responsibility for boarding. Each of the two DoSs has responsibility for the teachers in their section. M3 All staff have job descriptions. The safeguarding responsibilities of the student welfare and accommodation officer are clear. M4 Communication at the school is good. Open plan offices facilitate an easy, informal exchange of information and there are also regular, minuted meetings with ELT teachers, office staff and the senior management team, as well as one-to-one meetings between the DoS and the principal. M5 There is a thorough recruitment and selection policy where all aspects of current legislation are considered and checklists provided to ensure these are covered. The policy is not made specific to BAE and, in practice, procedures are more informal than those in the policy. Staff are encouraged to do further training, which is paid. M7 An induction checklist covers all relevant aspects of working in the school, though this is not followed up and not all staff were aware of the fire exit routes, for example. M8 There is a BA policy for appraising staff with an addendum which covers English language teaching. Only one teacher and the DoS had been appraised in the last year; the other teachers are on hourly contracts and the registrar had chosen to delay hers. The ELT addendum does not include possible disciplinary measures. M9 Staff are encouraged to further their professional development and senior management is responsive to requests.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☐	☒	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Students asked to leave course	☐	☒	☒	☒	

Comments
M10 There are sufficient staff to deal with the administrative requirements of the school. Cover is provided from within the team and each member is able to assist students with queries. A new management software system is being used for BA students, but is not wholly suitable for the ELT students enrolled. M11 Students are given good, personalised information about their course choices. Part of the process of enrolling students involves the DoS getting into direct contact with the student to ascertain level and study objectives. M12 Enrolment, cancellation and refund procedures are set out in the terms and conditions and managed efficiently. M13 There are good systems for maintaining student records and those sampled were full and accurate. Personal assistance is offered in obtaining new UK mobile numbers and these are added to the records. M14 The attendance and lateness policies are clear and rigorous, as explained in the student handbooks, with an

appropriate distinction made for juniors. However, this policy is not always adhered to by all.
M15 The terms and conditions explain the procedures for asking a student to leave. Minutes of staff meetings revealed a great deal of concern for individual students and their progress or attendance. A recently-expelled student had been dealt with clearly and fairly; considerable effort had been made by all staff to avert this and alternative provision was then found for the student concerned.

Quality assurance

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

Comments

M16 Points raised at the last inspection had been addressed.
M17 Management meetings detail action to be taken with timescales and individual responsibilities. In 2013 there was a three-year strategy meeting for the three senior managers where overall strategy was discussed and action points noted.
M18 Feedback systems in the school are good; formal feedback is collected at the end of the students' first week and at the end of their course. These results are collated by the DoS who prepares a detailed analysis in graph form, together with notes on action taken. Feedback is also gathered informally in the office and in conversations with the DoS and there was evidence of students' comments being taken seriously and followed up.
M19 Teachers are invited to give feedback informally at the teachers' meetings. They reported favourably on the openness and accessibility of the DoS in responding to issues raised. There is also a feedback form that teachers had completed, some anonymously, and action had been taken where possible. Administrative staff, however, do not have the same channels of feedback.
M20 The complaints procedure is admirably succinct and clear and includes reference to English UK and the British Council. As well as being explained in the student handbooks, it is displayed in diagram form in every classroom.

Publicity

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

Comments

The main medium of publicity is the website, which is separate from the BA website. There are also brochures for general English and junior summer courses, and social media is used. At the time of the inspection there were significant issues regarding the stability of the BAE website platform, which meant that changes made were not always visible on all devices. Problems with the school network were also revealed. In the week after the inspection significant improvements were made, although there were still loading issues with some sections.
M21 In general the language used in publicity is accessible, but not all would be clear to non-native speakers of English.
M22 The brochures raise entirely realistic expectations. However, the website appears to make extensive use of stock photos, which are not relevant or appropriate to BAE. The section on accommodation is particularly misleading, with photos of upmarket hotel rooms. New photos were added after the inspection and this issue was resolved.

M24 The times of classes, course dates, maximum class size and non-teaching days are all specified. However, the number of taught hours per week is not correct; the fifteen-minute breaks are included in the number of hours taught.
M26 In the brochures the description of homestay accommodation and residences is clear and the information well presented. On the website, however, it is not made clear that the hotels and bed and breakfasts mentioned are not linked to, or run by, the school. These references were later removed.
M28 Statements on the website state that all the teachers are highly qualified and experienced, which is not the case. These were later removed.
M29 The Accreditation Scheme marque has not been used on the brochures or the website. This appears to have been unintentional. It was later added to the website.

Management summary

The provision meets the section standard and exceeds it in some respects. Communication is good and there are systems in place to ensure continual review and development. Enrolment and administrative procedures work well so that the provision is managed to the benefit of students. Issues regarding publicity were largely rectified during the inspection, although the website platform is unstable in one area. *Student administration* 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	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 The premises are in an excellent location, being very central but opposite green space which students can make use of during their breaks. The building is listed, which creates challenges for its use as a school, but classrooms and relaxation areas are adequate to provide a satisfactory environment for staff and students.
R2 The school is generally well maintained and clean. There was some evidence of general wear and tear and greater use of noticeboards for student work would help minimise damage to walls.
R3 There are some smaller classes for the smaller groups but the majority can seat the maximum class size adequately.
R4 A student common room has been created in the basement, in response to the previous inspection report. Although not large, this provides a suitable relaxation area for students. There is also an outside courtyard equipped with tables and chairs.
R5 Some of the signage is good, but several offices are not labelled. Noticeboards contained necessary and relevant information but in some classrooms student work was randomly stuck on walls.
R6 The staffroom is shared with teachers from BA during the academic year. BAE teachers reported that there was sufficient space for both sets of teachers. The room is equipped with computers, teaching and learning resources and worktables. There are lockers outside the room and a staff kitchen and toilet on the floor above.

Learning resources

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

Comments
R8 A small selection of methodology resources is available in the staff room but teachers are directed towards a much wider range of online resources. R9 There are two interactive whiteboards in the school and an audio player in each room. The school has a contract with an independent IT specialist who deals with any technical issues. R10 There is a computer room in the school, and a room for quiet study, but no library or self-access centre.

Resources and environment summary

The provision meets the section standard. The school makes good use of its premises to provide an environment that supports the studies of students and offers an appropriate professional environment for staff. Resources are adequate for the needs of teachers and students.

Teaching and learning

Academic staff profile

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

Comments
None.

Academic management

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

Comments
T6 Teachers are assigned classes depending on their experience and preference, with consideration given to providing sufficient variety. T7 During the academic year the timetabling must take into account the needs of BA students, which sometimes places rooming constraints on BAE. T8 Cover can usually be provided by one of the teachers or the DoS. T9 Continuous enrolment is not viewed negatively by students or staff. Students are viewed as individual learners, which means that new entrants are not seen as disruptive to the group. Teachers are provided with guidance and advice on incorporating new students, in the teacher handbook and in continuing professional development (CPD) sessions. T10 The teachers spoke highly of the support offered by the DoS. Observation and student feedback inform CPD sessions and teachers are encouraged to pursue further reading or training according to their interests. T11 Formal observation by the DoS is annual; less formal peer observation takes place more frequently. Observation records are professional, clear and helpful and teachers commented favourably on the process. However, more frequent observation by the DoS, particularly during the summer months, would ensure that standards were more closely monitored.

Course design and implementation

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

Comments

T12 The course structure is outlined in the student handbook and uses a combination of generic guidelines and a focus on individualised learning. The DoS is an advocate of individualised, coursebook-free learning but has not yet fully implemented a structure based on these principles.
T14 The junior summer school has a clear weekly outline, with topics and learning outcomes available to teachers and students. However, course outlines are not available to adults on general English courses.
T15 Students are directed towards online learning resources as appropriate and recent CPD sessions included a session on learner training.
T16 The outside environment is well integrated into course content, for the summer school students in particular. Teaching sessions include work on speaking to homestay hosts and preparing for specific social programme activities.

Learner management

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

Comments

T17 Students are set an online placement test prior to arrival, which includes a short written text. Junior students do a reduced version. On arrival all students have a short interview before being placed. For some students on longer courses, video interviews are conducted to ensure more accurate placement. However, there are not always sufficient student numbers to ensure classes are of a homogenous level.
T18 Students' progress is monitored informally through the weekly teachers' meeting, where progress is discussed. There are also monthly tutorials for longer-term students, and formal tests. For other students there are regular, less formal tests and reviews.
T19 Students are given advice on enrolling for IELTS. Other external examinations are rarely requested.
T21 All students receive a certificate and a report, irrespective of the length of course taken. Reports sampled were professionally presented, clear and thorough, containing information about the Common European Framework of Reference level at which the student studied, as well as a comment on attendance and class participation.
T22 BAE is able to make use of the knowledge and expertise of BA. Advice and support is available and freely offered on all aspects of university entrance procedures and other UK education pathways.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English for adults, IELTS preparation course, junior summer school

Comments

None.

Classroom observation

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

Comments

T23 Teachers generally demonstrated a good knowledge of linguistic systems with some attention to phonology. Appropriate oral and written models were given.
T24 Detailed class profiles showed good awareness of the students' individual learning styles and linguistic needs. The cultural backgrounds of the students were generally taken into account, as well as their individual personalities.
T25 Lessons were generally clearly staged with a logical series of activities which linked well to the overall aims. These were mostly, but not always, made clear to the students.
T26 A variety of teaching techniques was observed, including pair, group and mingling activities, listening, speaking and drawing tasks. Occasionally, too long was spent on activities, resulting in student inattention and excessive use of the students' own language.
T27 Resources were mostly used well, though board work was sometimes disorganised.
T28 There was some good monitoring and correction and, in some lessons, appropriate use was made of self and peer correction.
T29 Some revision work was observed, with students being reminded of language previously learned.
T30 There was a positive, friendly atmosphere in the majority of lessons, with good use of nomination and evidence of some personalisation. Teachers were generally able to adapt their language to the level of the learners.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just satisfactory, with the majority being satisfactory. Knowledge of the linguistic systems of English was generally good and teachers were mostly able to adapt their language to the students' level. Teachers demonstrated good awareness of the cultural and linguistic needs of their students. Classroom resources were used appropriately, although board work was sometimes disorganised. A satisfactory range of techniques was observed and a positive learning environment was noted in most classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and well supported by their director of studies. Programmes of learning are managed for the benefit of students, although some students are not currently provided with written course outlines. There are good systems in place for monitoring student progress and the teaching observed met the requirements of the Scheme. *Learner management* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☐	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐

W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 At the main entrance to the school the entry phone is managed by staff in the administration office on the ground floor. Electronic key cards, with photo ID, are issued to all staff and long-stay students. Fire alarms are tested weekly and fire drills are carried out quarterly. Six members of staff have received fire marshall training. Students receive information at induction on what to do in the event of a fire. All students aged under 18 in closed groups are issued with identity wristbands but not all students wear them on the premises.
W2 There is no dedicated room for religious observance but the inspectors were told that one can be made available on request. Students in the focus group commented favourably on the friendliness of staff and the assistance they receive from all the staff at the school.
W3 The WAO is identified to students at induction. However, there is no longer a staff photoboard, as there was at the last inspection.
W4 Policies and procedures for dealing with abusive behaviour are detailed in the student and staff handbooks and are available on the school's website and on posters in the school. The WAO is the Prevent Lead and has undertaken advanced training. All staff and homestay hosts have undergone Prevent training.
W5 A 24-hour emergency number is issued to students at induction. The emergency phone is managed by a Guardianship firm which is used by BA and BAE. If needed, the emergency phone holder contacts the principal who has remote access to the school's database. The DoS and the WAO also hold an additional emergency phone in the summer.
W6 Students receive comprehensive and accessible information about getting from their arrival point to their accommodation. An airport pickup service is offered and transfer arrangements are clearly set out in an information leaflet.
W7 All required information is provided, through notices, on social media, at induction or in the adult and junior student handbooks. The junior student handbook is well presented and written in accessible language accompanied by relevant images. The handbook includes useful advice and a helpful set of true/false questions.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers full board homestay accommodation. The school has two residences offering full board accommodation for BA adult students. At the time of the inspection one adult BAE student was staying in one of the residences on a temporary basis. The school intends to restrict occupancy to BA students from September 2016.

One inspector visited three homestays and one residence.

Accommodation: all types

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

Comments

W9 The three homestays visited offered a comfortable and welcoming environment for their students. The residences are located close to the school and are undergoing extensive refurbishment.
W10 The WAO visits potential hosts. A form is completed and relevant details are entered in hardcopy files. The school has 30 hosts on its 'active' database.
W11 The WAO revisits all homestays annually and is in frequent contact with hosts by email or phone.
W12 Accommodation files are kept up to date and all include records of visits and checks that fire risks assessments and Gas Safe certificates are in place.
W13 Students are sent useful and well-presented information about their accommodation. However, this does not

include the cost of travel between the accommodation and the school, and the conditions and procedures under which accommodation arrangements can be terminated. All other required information is included.
W14 The WAO makes herself known to students on their first day. Students complete an initial student feedback questionnaire which includes questions about the accommodation services. Three questions were added to the questionnaire during the inspection. See W16, W19 and C7 below.

Accommodation: homestay

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

Comments

W16 The majority of hosts offer accommodation for a maximum of two students. However, a question about the number of students staying in the same homestay was added to the initial student feedback questionnaire during the inspection in order to strengthen monitoring procedures.
W17 Hosts are informed of the rules, terms and conditions in the handbook for homestay providers. The information is very comprehensive and the risk assessment guidelines which have been drawn up by the WAO are extremely detailed.
W19 The WAO reported that students with the same first language had occasionally been lodged in the same homestay in the past, without the school's permission. A question about other students' first language was added to the initial student feedback questionnaire during the inspection in order to monitor the requirements of the criterion more closely.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 Advice in relation to this criterion is provided in the student handbook and the WAO also offers individual assistance as needed.

Leisure opportunities

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

Comments
W26 Useful information about local facilities is easily accessible in the student common room and on noticeboards. W27 Junior students benefit from a weekly activity programme which includes cultural and sporting activities, a half-day trip and a full-day excursion. Students in the focus group were enthusiastic about visits to a variety of places. The junior activity and social programme is run by a team of activity leaders under the supervision of an experienced activity co-ordinator. The adult social programme is more limited in scope but is responsive to students' requests. Members of the teaching staff are actively involved in the adult programme. W28 Health and safety issues are taken very seriously and detailed risk assessments are in place for all activities. These are read and signed off electronically by staff responsible for the activities, and are then kept on file. It would be advisable to sign off the risk assessments on the day of the activity.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for pastoral care, information and leisure activities are met. The accommodation provided is suitable and the management of accommodation systems generally works to the benefit of 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	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☒	☐	☐	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☐	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments
The school takes 16 and 17 year-olds on adult courses, and runs a junior programme in the summer for students of 12–16 year-olds. The junior programme comprises morning tuition, afternoon activities and a weekend excursion. C1 There is a clear safeguarding policy in place covering a number of procedures including safer recruitment and handling allegations. In addition there is a staff code of conduct and a whistleblowing policy. The documentation includes guidelines on handling delayed DBS checks. Two references are obtained for all staff and homestay hosts. One of the hosts visited during the inspection had provided two references, one of which was from one of her former adult students. The inspectors drew the WAO's attention to the distinction between 'a reference' and 'student feedback' and advised her of the need to ensure suitable references were obtained in the context of safer recruitment. C2 The policy is made known to all staff and homestay hosts via handbooks and is available on the school's website. All staff have received basic training and the WAO, who is responsible for safeguarding, and her deputy, have received advanced training. The WAO runs training sessions for homestay hosts. C3 The BAE website does not have a link to the safeguarding policy on the BA website. The statement of pastoral care on the BAE website does not include details of supervision outside class times and travel arrangements from students' accommodation to the school. These were added soon after the inspection. C4 The school uses a DBS umbrella body with regard to recruitment procedures. Recruitment materials and procedures were found to be satisfactory. C6 There are clear rules for what students may do outside scheduled lesson or activity times and without supervision. Homestay hosts were aware of curfew times for junior students and rules are in place, which are in the handbooks given to junior students, their parents/guardians and homestay hosts. There is a risk assessment in place for unsupervised time for junior students and 16–17 year-olds on adult courses. C7 Junior students are accommodated in full-board homestay accommodation with packed lunches provided. A question about the age of students staying in the same homestay was added to the initial student feedback questionnaire during the inspection in order to further strengthen monitoring procedures in relation to this criterion.

Care of under 18s summary

The provision meets the section standard. Overall the provision for safeguarding students within the organisation, in accommodation and during leisure activities is appropriate.

Points to be addressed

Management
M5 The recruitment and selection policy is not made specific to BAE.
M7 The induction checklist is not followed up and not all staff were aware of the fire exit routes.
M8 The ELT addendum to the appraisal policy does not include possible disciplinary measures.
M19 Administrative staff do not have formal channels of feedback.
M21 Not all of the language used in publicity is accessible to non-native speakers of English.
M24 The number of taught hours per week is not correct; the fifteen-minute breaks are included in the number of hours taught.

Resources and environment
R2 There was some evidence of general wear and tear and greater use of noticeboards for student work would help prevent damage to wallpaper.
R5 Several offices are not labelled. In some classrooms student work was randomly stuck on walls.

Teaching and learning
T11 More frequent observation by the DoS, particularly during the summer months, would ensure that standards were more closely monitored.
T14 Course outlines are not available to adults on general English courses.
T25 Lesson aims were not always made clear to the students.
T26 Occasionally, too long was spent on activities resulting in student inattention and excessive use of the students' own language.
T27 Board work was sometimes disorganised.

Welfare and student services
W1 All students aged under 18 in closed groups are issued with identity wristbands but not all students wear them on the premises.
W13 The cost of travel between the accommodation and the school, and the conditions and procedures under which accommodation arrangements can be terminated are not included in information sent to students in advance.
W19 The WAO reported that students with the same first language had occasionally been lodged in the same homestay in the past without the school’s permission.

Care of under 18s
C1 A reference from a former adult student had been obtained by one homestay host.