

Organisation name	Bath Academy
Inspection date	17–18 November 2021

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Bath Academy in November 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of student administration, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Bath Academy (BA) was launched in 1997 and first accredited in 2008. During the last inspection in 2016, the school was inspected under the name Bath Academy of English. Since then it has become a part of Bath Academy, joining the school's sister school, a tutorial college. There have been no significant changes in management, premises or curriculum resulting from this change. During the academic year approximately two thirds of the classes on site are studying as part of the school's tutorial programmes, and one third as part of the English language teaching (ELT) courses. During the summer, there are no tutorial students and BA runs general English and summer courses on site, as well as a residential junior summer school in Milton Abbey, Dorset.

The inspection took the equivalent of a day and a half over two days. Due to the global pandemic, the inspection was conducted remotely. During the inspection, the two inspectors held interviews with the principal, one of the vice-principals (VP), the marketing officer, the premises manager, the registrar and the welfare and accommodation officer. Separate focus groups were conducted with teachers and students. The inspectors watched a recorded virtual video of the premises and asked staff and students specific questions about the premises and resources. All teachers timetabled during the inspection were observed remotely twice. One inspector conducted a virtual tour of two homestays and the student residence and interviewed two hosts.

Address of main site/head office

27 Queen Square, Bath BA1 2HX

Description of sites observed

The school is situated in an 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 (Chapel Row).

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 medical room and a small classroom for one-to-one lessons. On the first floor, there are a further three classrooms. There is also a café on the ground floor which is connected to an external courtyard at the front of the building.

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

Comments

The school offers general English classes for individual adults (16+) year round, with two junior summer schools for students aged 9–16 taking place during the summer months in Bath and Milton Abbey. There are also occasional closed groups of adults or children throughout the year. In addition, the school offers students aged 12 and over one-to-one lessons, either face-to-face or remotely. Courses in business and academic English are also offered.

Management profile

The VP who manages the English language teaching (ELT) provision, and who also oversees operations and boarding, reports to the principal who has responsibility for the whole academy. The ELT VP works with another VP who manages the non-ELT academic courses and the leisure programme. In addition, there is a premises manager who has responsibility for premises and health and safety. The academic programme is also supported by a senior teacher. During the summer there is a director of studies for each of the junior summer school courses.

Accommodation profile

The school offers homestay as well as residential accommodation. All of the accommodation is managed directly by the school. The residence comprises eight twin rooms and three single rooms of which one single and one twin are ensuite. All other rooms have access to shared bathroom facilities. There are two bathrooms on the females' floor and three on the males'. The single ensuite room also has a kitchenette area. The residence also has a laundry room, a canteen serving three meals a day, and a common room for relaxation. All homestay accommodation is offered on a full board basis.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's goals and values, and the school's publicity. The structure of the organisation is appropriate, communication is good and student administration is carried out very efficiently and effectively. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive good support, and courses are managed to meet the circumstances and needs of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The security, health and welfare of students are well managed by experienced and well-qualified staff. Policies to promote good behaviour are central to the whole operation. Accommodation is varied and inspected regularly to ensure high standards. A good variety of leisure opportunities is provided through both the social and enrichment programmes. The latter gives ELT students the opportunity to mix with non-ELT students. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. A safeguarding policy is in place and is supported by practical documents such as codes of conduct. Training for staff and group leaders is well provided for and parental consent forms are in place. Supervision of students is entirely suitable as is the provision of accommodation for students under 18. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M4 There are regular formal meetings for staff as well as daily opportunities for informal communication. In addition, the school communicates with other stakeholders, including homestay hosts, through social events and newsletters. Staff reported that they felt very well informed.

M5 Student feedback is collected, recorded and acted upon. Feedback forms are comprehensive and accessible via a QR code and there are suggestions boxes on the premises. There is a noticeboard which informs students of action taken as a result of feedback.

M6 All staff have opportunities to give formal feedback regularly. Feedback is recorded and acted upon. Staff feel that their views are valued.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 The duties of staff are specified in a variety of formats including specific job descriptions and more generic role descriptions. However, not all job descriptions are up to date, and some are lacking evidence of review. The designated safeguarding lead (DSL) role is not specified in the principal's job description.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Staff offer a very welcoming personal service, and student feedback is consistently good. There is an effective IT package supporting customer service which staff are well trained to use.

M15 Personalised pre-course information is sent to students with links to comprehensive information which is published on the website.

M16 There are clear written procedures for cancellations, as well as an early check on student well-being and student-friendly procedures for refunds.

M19 There is an attendance policy which is made known to students through handbooks and noticeboards. The policy clearly outlines the process for dealing with absence and lateness. Follow up is prompt, consistent and recorded.

M21 The procedure for making complaints is written clearly in accessible language and accompanied by a helpful flow diagram. There is evidence that complaints are taken seriously and that action is taken, communicated and recorded.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's primary source of publicity is its website which includes a number of electronic brochures giving further information about student services. In addition, the school uses a range of social media platforms for promotion. All criteria in this area are fully met.

Premises and resources

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

Comments

P2 There is a comfortable student common room as well as a spacious café and attractive garden area where students can relax, purchase and consume food.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 There is a wide range of materials available for teachers comprising physical books, electronic resources and a well-organised bank of in-house resources.

P9 Technology is well maintained and a range of resources is used in classrooms. Technical support is available on site, and staff receive technology training from an external provider as well as receiving day-to-day support from a permanent member of staff.

Teaching and learning

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

Comments

T1 Two teachers did not have a Level 6 qualification. The rationales for their employment were accepted within the context of this inspection because of their involvement in a range of relevant post-school educational activities and their ongoing support from the academic management team.

T4 Both members of the academic management team (the VP and senior teacher) are TEFLQ and have significant teaching experience, as well as extensive backgrounds in academic management.

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

Comments

T10 There is a clear policy for the observation of staff including specific arrangements for the monitoring of newly-recruited teachers. Strengths and areas for development are recorded and used by the academic management team to inform action planning. Teachers reported appreciation of the observation process.

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

Comments

T11 Course design is based on a clear statement of principles that is communicated to both students and teachers. The syllabus is comprehensive and clearly fits with the objectives and needs of the students.

Learner management

	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T21 Students receive monthly reports which are evidence based, including reference to progress tests. End-of-course reports are detailed and comprehensive.
T22 Both VPs have extensive knowledge and experience in providing students with advice and information about mainstream UK education. Students are provided with clear information, and the VPs are fully accessible for further advice.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English, examination preparation, one-to-one classes in the morning and afternoon.

Comments

Four teachers were observed once by each inspector.
All lessons were observed remotely. Group classes took place in person, while one-to-one classes were remote.

Teaching: classroom observation

	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Not met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Overall models of written and spoken language were clear, concise and suitable for the level of the students. In a minority of cases, explanations were not clear or helpful.
T24 There were detailed class profiles in place, and they were often referred to in the lesson plan. In the stronger segments observed, differentiation was clearly planned to cater for variable student needs and interests.
T25 Learning outcomes were mostly clear and shared with students. There were explicit links between activities and the learning outcomes and lessons were logically staged.

T26 In the stronger segments a good range of techniques was observed, including drilling, checking of understanding, nomination, and elicitation. In a minority of cases, the range of techniques utilised was somewhat limited.

T27 Teachers mostly used appealing materials and made effective use of technology in the classroom, including the interactive whiteboard.

T28 In most cases, error correction was integrated and became part of the learning process. There was appropriate use of peer, self and teacher correction. However, there were occasions when good opportunities for correction were missed and on occasion, this interfered with students' overall understanding.

T29 While tasks were mostly relevant to learning outcomes and the evaluation of learning was integrated into those tasks, some of the segments observed provided only a cursory evaluation of learning. This sometimes resulted in the class progressing whether or not students had understood or were able to follow.

T30 The learning environment was warm, friendly and professional, and in general, sensitivity was shown to the students' competence and confidence. There were some very good examples of personalisation and overall, the pace, challenge and level of support for students were well pitched.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory with most being satisfactory against the criteria. Lessons were well prepared and took into account the needs of students. Teachers employed a range of appropriate techniques and educational resources including interactive whiteboards. Students mostly received appropriate feedback but some of the activities to evaluate learning were inadequate. There was a positive learning atmosphere in the classes observed.

Welfare and student services

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

Comments

W1 A premises manager has direct responsibility for the safety and security of staff and students on site. Appropriate risk assessments are in place and records of fire drills are up to date. Training has been provided for two fire marshals.

W4 There are effective policies to promote tolerance and respect which are central to the organisation's ethos. This is made clear in student and staff handbooks as well as on posters around the school.

W6 Pre-arrival information in both the handbook and confirmation emails is very clear and useful. The school uses a professional transfer service where they are able to track the vehicles in real time.

W7 Excellent information on relevant aspects of life in the UK is made available to students through the arrival pack, as well as on a dedicated page on the website, and also through social media channels.

W8 There is a nurse available on site once a week with a sick bay in the main building. The school-run residence also has a sick bay on the premises, and the nurse is one of the wardens. In addition, a high proportion of staff members are first-aid trained.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W10 The residence is cleaned on a daily basis with a self-service laundry on site. The homestay hosts spoken to provide a laundry service at least once a week but more on demand.

W11 The accommodation manager has received external training on managing student services, and as well as regular inspections, will visit any hosts who have not hosted for a period of time, and also any who have received negative feedback from a student.

W12 Students receive detailed confirmation of accommodation with a personalised pen portrait of the hosts as well as a description of the area.

W14 Clear and helpful information is provided to homestay hosts regarding the provision of accommodation along with a useful code of conduct. This is reviewed annually and sent to all hosts to sign and return.

Accommodation: homestay only

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

Comments

All criteria in this subsection are fully met.

Accommodation: other

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

Comments

W21 Useful information for students regarding the renting of private accommodation is provided on both the website and in the welcome pack.

Leisure opportunities

Area of strength

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Appropriate information about social and cultural events is well publicised on noticeboards around the school and residence as well as through social media channels. Regular opportunities are provided for interaction with students on non-ELT courses through the enrichment programme.

W24 As well as a well-balanced social programme, there is also an enrichment programme offering a range of activities, from those focusing on mental health wellbeing, to academic and professional areas of interest. Students are given the opportunity to request or suggest activities for both programmes.

W25 Both teachers and administration staff are involved in leading activities on the social programme. The enrichment programme makes good use of internal expertise and also invites external professionals to lead sessions.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection there were two students aged 17 enrolled at the school for face-to-face classes and three under 18s studying online. Throughout the academic year, the school hosts closed groups of under 18s. Over the last 12 months, they had three such groups, each comprising 40 students.

S1 A comprehensive safeguarding policy is in place and is supported by a range of practical documents such as codes of conduct for staff and students. The policy and associated documents contain appropriate age differentiation.

S2 The policy is made known to all adults and training is good throughout the organisation. Both the DSL and DDSL have received specialist safeguarding training, homestay hosts complete initial training, and group leaders are asked to complete training specific to their role.

S6 Supervision outside of the scheduled programme is well managed. Hosts are provided with a weekly planner for their students so as to be fully informed of their whereabouts, and there is a clear handover procedure between day and night staff at the residence. Homestay hosts are provided with annual updates on their safeguarding responsibilities.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	July 2016
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	GCSE, A-Level, University Foundation Programme courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1997
Ownership	Name of company: Bath Academy Ltd Company number: 03025819
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	Milton Abbey School, Blandford Forum, Dorset DT11 0BZ - Junior summer school

Student profile

Student profile	At inspection	In peak week: September (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	8	20
Full-time ELT (15+ hours per week) aged 16–17 years	2	5
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	6	10
Part-time ELT aged 16–17 years	1	10
Part-time ELT aged under 16 years	2	0
Overall total ELT/ESOL students shown above	19	45
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Italian, Chinese, Russian	Italian, Chinese, Russian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Chinese, Thai, Iranian	Chinese, Thai, Iranian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	5
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	3	

Academic manager qualifications profile

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

The vice principal does not teach. The senior teacher teaches for 15 hours per week and was observed as part of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	

Two of the five teachers were not teaching on the days of the inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	1	0
Private home	0	0
Home tuition	0	0
Residential	1	2
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	8	3
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	14	5
Overall total adults + under 18s	19	

Points to be addressed

Management

M9 Not all job descriptions are up to date, and some are lacking evidence of review. The designated safeguarding lead (DSL) role is not specified in the principal's job description.

Teaching and learning

T29 Some of the segments observed provided only a cursory evaluation of learning.

Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection.

Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 19 July 2022. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.
