

Organisation name	CELT Centre for English Language Teaching, Cardiff
Inspection date	10–11 September 2024

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, CELT Centre for English Language Teaching, Cardiff in September 2024. 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 <http://www.britishcouncil.org/education/accreditation> for details).

This private language school offers courses in general and professional English for adults (18+) and young people (17+), for closed groups of under 18s and vacation courses for under 18s in school premises and online.

Strengths were noted in the areas of premises and facilities, learner management, teaching, care of students, accommodation, and safeguarding under 18s.

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

Introduction

The school, founded in 1989, has two centres located a 15-minute walk from each other. Adult courses are run in the main centre, where the directors' and administration offices are also based, and young learner (YL) courses take place in the other centre. The school accepts closed groups of under 18s year round, and most of these are school groups accompanied by their teachers. The summer holiday course for young learners accepts both group and individual bookings, with the majority of students coming in accompanied groups. Online the school can run group and one-to-one courses but currently specialises in medical English and medical English exam preparation programmes for individuals. Teacher courses with a language component are also offered.

The inspection took place over two days. Both the adult and YL centres were visited. Meetings were held with the principal, the academic director, the assistant director of studies, the director of academic development and teacher training (DADTT), the accommodation organiser, the administration officer, and two group leaders. Focus group meetings were held with teachers and students from the adult centre and from the YL centre and with group leaders at the YL centre. All teachers were observed. One inspector visited the residential accommodation above the main school and the YL centre, and three homestays, virtually.

Address of main site/head office

4–8 Salisbury Road, Cardiff CF24 4AD

Description of sites visited

The adult centre in Salisbury Road comprises three adjacent houses. The main entrance in the middle house leads to a reception area, the teachers' room, student common room and a student kitchen on the ground floor. The first floor houses an office and three classrooms, and there are toilets on both floors. An external seating area connects to the house next door where the ground floor comprises a student common room and computer room, the staff kitchen and two classrooms, with three further classrooms and a meeting room on the first floor. There are toilets on both floors. An internal door connects the middle house to the principal's and academic director's shared office, administrative space and residential student accommodation.

The YL centre at 20–22 North Road, Cardiff CF10 3DY occupies both parts of a large, period detached house, with a break-out area at the back. On the ground floor there is a reception and office area, a student common area, a student computer room and two classrooms, plus three toilets. The first floor comprises three further classrooms and the teachers' room. The top floor is used for adult residential accommodation.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main offering is general English for adults and summer holiday courses for 13–17-year-olds. IELTS preparation courses are offered at different levels and occupational English courses, linked to an external examination, are provided for health care professionals. Closed groups of teenagers are accepted throughout the year.

Management profile

CELT is run by its two owner directors, one of whom is the principal and the other is the academic director. The DADTT is responsible for developing new courses and providing academic support and consultancy. The fourth member of the management team is the director of studies and currently the assistant director of studies is being trained to fulfil this vacant role, which was being covered by the academic director.

Accommodation profile

The school offers accommodation in homestays for adults and under-18s, and in two self-catered apartments for students aged 21+. One residence is located on the top floor of the main school. The other residence is on two floors of the young learner centre in North Road, with a separate entrance. The residence in the main school has one double and two single bedrooms, a bathroom, a fully equipped kitchen and a living room. The North Road residence has six single bedrooms, three bathrooms, a living room and a fully equipped kitchen.

Summary of inspection findings

Management

The provision meets the section standard. The school has clear goals and values, sound quality and review procedures and good human resources support and development. All aspects of student administration are carried out with care and attention to the needs of the students. Staff are managed well and encouraged to develop professionally. Publicity is mostly clear but needs some adjustments.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are very well looked after and well equipped, providing a comfortable environment for study and relaxation. There are extensive resources available for staff and students. Guidance on the use of these resources is provided where needed. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Programmes of learning and learners are well managed by a qualified and experienced academic management team. Course design is regularly reviewed, and students are encouraged to become independent learners. The teaching observed met the requirements of the Scheme. *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met; students benefit from well-managed student services including out-of-class activities, and suitable accommodation. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and the accommodation provided. *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.	Strength
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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
Comments	
M1 The goals and values of the organisation are contained in a clear, all-encompassing mission statement, which is communicated to staff during recruitment, induction and in a variety of documents. It applies to all aspects of the school's work.	
M7 The school continuously reviews its systems, procedures and resources with a view to improving all the services it provides. There is a systematic review of student feedback to highlight areas requiring improvement. The DADTT is actively involved in this process and provides both additional expertise and experience.	
Staff management and development	
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 ensures that these are up to date.	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, for highlighting good performance, 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	
All the criteria in this area are met.	
Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
M14 Helpfulness and courtesy to students was observed to be at a very high level. Students and group leaders spoke very positively of the kindness, care and customer service they received.	
Publicity	
M21 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.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met

M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
<p>The main means of publicity is the school's website with links to other social media.</p> <p>M21 A claim on the website is not backed up by independent evidence. However, this was dealt with during the inspection and so is no longer a point to be addressed.</p> <p>M25 There is a separate area of publicity specifically devoted to this area which is detailed and comprehensive.</p> <p>M27 In a website promotional video a previous director of studies reported that teachers are highly qualified, which was not true at the time of the inspection.</p>	

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff for work, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
Comments	

P2 Both adult and YL premises, including external areas, are very well maintained. They are regularly redecorated and are kept very clean. A spacious environment means that offices, teachers' rooms and the reception areas are orderly and required resources are easy to access.

P3 Classrooms are sufficiently large to accommodate different group sizes. Windows are double glazed and there is little noise transference between classrooms. Furniture is organised to facilitate movement by both teachers and students. This ensures ease of student monitoring and flexible groupings for classroom activities.

P4 Both buildings offer students different spaces to relax. Some rooms are also available for quiet study or reading. In the adult centre there is also a small kitchen where students can store and heat food. Tables are provided where they can eat together. Group leaders at the young learners' centre were impressed with the provision of a large room where students could meet up and also eat their lunch.

P5 Signage is very clear and consistent. There are excellent facilities for the presentation of information, which is consistently displayed in a stylish and attractive way. There is a helpful diagram showing the layout of the student buildings in the student handbook.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All criteria in this area are fully met.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses, and classrooms.	Met
T5 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation	Strength
Comments	
T9 Teaching observation notes are highly focused, very detailed and provide ideas for related action planning and professional development sessions. Drop-in, informal observations take place soon after new teachers have started and are supplemented with more formal observations later. If there is negative student feedback in questionnaires, this will spur a meeting with both teacher and student and a follow-up observation. T10 CPD is carried out through formal and peer observations, workshops and seminars. The content of the CPD programme is determined through feedback from observations and from students, input from the teaching staff, and new developments in the wider TEFL context.	
Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T12 Students bring into class their cultural and language experiences of living in Cardiff as discussion points for comparison with life in their own countries. For young learners, the Cardiff quiz is an exercise in which they must converse with members of the public to answer questions about the city centre. This is prepared for and followed-up in class.	
Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met

T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 The majority of adult students have very specific learning needs, and the school specialises in assisting them to articulate these and provides detailed guidance in helping students meet their course objectives.
T18 The school is very much involved in the development and implementation of programmes to help students develop their skills in occupational English, in particular in the medical field. Trialling and testing related teaching and examination materials are areas where it has special experience and competence.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models spoken and written; clear explanations and relevant examples and usage, appropriate to the aims of the lesson and suitable for level.	Strength
T20 The content based on the course objectives and account taken differing students' needs and backgrounds.	Strength
T21 Lessons lead to relevant learning outcomes, made known to students and achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques are appropriate to the focus of the lesson, to the context and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by the effective management of the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere, and students are engaged in the lesson.	Strength

Comments

T19 Teachers showed a good knowledge of the linguistic systems of English and skill in demonstrating this to students. Useful linguistic information about words was frequently added to the whiteboard and teachers used metalanguage well and appropriately.
T20 The content of the lessons was always appropriate for the overall course objectives and the age of the students. There was detailed profiling of individual students' needs and the exploitation of the local environment provided relevant additional input. Both the lesson content and the students' language proficiency were at the correct level.
T21 Lessons were planned, and relevant learning outcomes were made known to students. There was a logical progression through the segments observed and teachers signposted the different phases of the lesson and the course overall.
T22 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation, and the most successful teaching included techniques to encourage student interaction using games, mingling exercises and competitions. The use of project work encouraged student interaction and independent learning.
T23 A range of resources was used to facilitate learning. Digital resources were deployed effectively and, in some cases, very imaginatively. Pictures and small cards promoted student interaction and interest. Furniture was rearranged appropriately to encourage student interaction and whiteboard work was always well designed.
T24 Teachers regularly praised students' successful contributions. In some stronger segments, effective correction of errors was noted, including prompted self-correction and delayed feedback.

T25 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking place. In addition, teachers routinely checked students' ability to use new language in different contexts and checked students could recall language studied in previous lessons.

T26 Teachers had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. Students were engaged and involved particularly in segments where there was more student interaction. Teachers were skilful in their use of voice and classroom positioning to promote student interest and involvement.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comment

W1 Very detailed critical incident plans exist for the adult and young learner centres and for offsite activities. Staff and group leaders are aware of the plans, their responsibilities and action to be taken in case of emergency. The information given to students is appropriate for their age group.

W2 Pastoral care is provided to a high standard. Students know who to go to for different types of information and advice. For long-stay students, the pre-tutorial questionnaire has an explicit pastoral as well as academic focus.

W3 There are appropriate policies and procedures relating to abusive behaviour, diversity and inclusivity. A culture of 'kindness' is encouraged at all times in the school with the message conveyed in staff and student inductions, on noticeboards and in handbooks.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 All the accommodation sampled was of a very high standard. Student feedback is consistently positive about the accommodation provided.

W9 There are excellent systems to ensure that checks relating to the suitability and safety of the accommodation are carried out and kept up to date. Revisits take place more frequently than every two years. The accommodation officer is herself a homestay host.

W11 Students are asked about their accommodation at the start of their course. There is evidence that any problems are identified and dealt with in a timely and appropriate manner. End-of-course questionnaires provide data which is reviewed and analysed for trends.

W12 There are excellent channels of communication, both formal and informal, between the school and the hosts. Hosts are aware of the requirements, which are confirmed for each booking. Positive student feedback is passed on to hosts.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The applicable criterion in this area is fully met.	

Leisure opportunities	
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W22 All activities are carefully risk assessed with templates adjusted each time an activity is run. The leaders of the activity sign to say they have read and understood the risks. Staff and group leaders are well supported with packs containing information about the activity, the students and what to do in case of an emergency.	

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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met

S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.

Met

Comments

Throughout the year, students aged 17 are accepted on adult courses at the main school, although at the time of the inspection there were no under-18s enrolled. Courses for closed groups of teenage students take place in a separate location. At the time of the inspection there was a closed group of students from Italy aged 16–18 attending a two-week course at the young learner centre. In July and August there is a summer holiday course for students aged 13–17 with open enrolment, although most of the students attend in groups.

S1 A comprehensive policy is in place supported by relevant practical documents relating to incident reporting and referral forms, recruitment policies and risk assessments.

S2 Appropriate training for all staff, group leaders and homestay hosts is mandatory and regularly updated. Support documentation is well presented. A number of staff members have advanced or specialised training.

S4 The school has a detailed safer recruitment policy which informs all aspects of the recruitment process and which is rigorously implemented. Particular care is taken to check staff returning from abroad.

S5 The young learner courses are held in a dedicated building where strict security measures are in place. There are comprehensive procedures for ensuring the attendance, supervision and safety of students during scheduled lessons and activities. Within the building there are separate toilet facilities for staff and students.

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	1993
Last full inspection	March 2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1989
Ownership	Name of company: Centre for English Language Teaching Ltd trading as CELT – Centre for English Language Teaching Company number: 2469983
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	15	40
Full-time ELT (15+ hours per week) aged 16–17 years	21	29
Full-time ELT (15+ hours per week) aged under 16	0	46
Part-time ELT aged 18 years and over	0	2
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	36	117
Adult programmes: advertised minimum age	17+	17+
Adult programmes: typical age range	21–35	18–45
Adult programmes: typical length of stay	12 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Turkish, Albanian	Italian, Saudi Arabian, Spanish
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian	Italian, Spanish, Chinese

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	5	9
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3

Comments

The TEFLQ ADoS is being trained to take over the full DoS role. He is supported by the current acting TEFLQ DoS, who is one of the owner directors and also the academic director. The TEFLQ DADTT is also involved in staff development and performance management.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	3
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	5

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	9	21
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	2	0
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	15	21
Overall total adults + under 18s	36	