

Organisation name	Peartree Languages, Cardiff, English Language Experience and Action (ELEA)
Inspection date	28–29 July 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 safe, 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. A separate inspection and report will review the year-round provision of Peartree Languages, Cardiff.

Summary statement

The British Council inspected and accredited Peartree Languages, Cardiff, English Language Experience and Action (ELEA) in July 2024. 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 residential vacation courses for under-18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, teaching, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

ELEA is the seasonal centre of Peartree Languages (PL). PL, in partnership with Atlantic Experience (AX), have run a two-week summer course at Atlantic College since 2022. AX is a department of United World College Atlantic, an independent boarding school; it runs activity programmes for children and teenagers, both residential and day camps.

AX is responsible for the provision of accommodation, food and beverages for staff and students; the programming, staffing, risk assessing, and delivery of all aspects of the ELEA sports and social programme (with the exception of language-based excursions and activities); the inbound and outbound transfers. AX also provides a sales and marketing service which includes the design and creation of marketing materials, the administration of direct course bookings and the collection of fees.

PL is responsible for the English language course content and teaching and learning resources; the administration of agent bookings; the recruitment and management of academic staff; creating the content of marketing materials; full-day cultural off-site trips and language-based afternoon and evening activities.

AX and PL are jointly responsible for full pastoral care and safeguarding of course participants.

The inspection was conducted by two inspectors over one and a half days. ELEA meetings were held with the owner manager/course director (CD), the academic manager (AM), the operations officer, the operations link and two group academic supervisors (GASs). AX meetings were held with the head of AX, the marketing and sales manager, and the ELEA coordinator. Focus group meetings were held with teachers and students. One inspector visited the accommodation. Due to the structure of the course only three of the eight teachers timetabled to teach during the week of the inspection were observed.

Address of head office

Peartree Languages, 2nd Floor, 23 Windsor Place, Cardiff, CF10 3BY

Description of sites visited

Atlantic College (St Donat's Castle, Llantwit Major CF61 1WF). ELEA students and staff occupy three accommodation blocks on the campus. Eight classrooms and a staff room are located in a separate teaching block. Meals are taken in the castle dining hall and two other large spaces in the castle are used for daily assemblies and activities. Students use, under AX supervision, the large sports hall, swimming pool and various outdoor sporting and adventure areas. The castle and campus are entirely enclosed, with a single, controlled 24-hour entrance.

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

Comments

General English courses are run for two age groups, 12–14 and 15–17. Lessons are either in the mornings or afternoons.

Management profile

The CD is responsible for the day-to-day running of the course, in partnership with AX managers. The CD is assisted by the AM and the operations officer. Each teaching group, comprising two or three classes, is managed by a GAS, with one managed by the AM.

Accommodation profile

The accommodation is managed by AX. The school has sole use of three accommodation blocks, all within the school grounds and a few minutes' walk from the main building and the teaching centre. Students stay in four-bed dorms, with shared bathrooms. All houses have common rooms with entertainment facilities and a kitchen as well as a laundry and outdoor seating areas. Meals are provided on a full board basis in the large dining hall located in the main school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision, in all respects, operates clearly to the benefit of the students, and very evidently in accordance with the provider's stated goals, values, and publicity. Management and administration systems are well-established. *Strategic and quality management, Staff management, and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a safe 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. *Premises and facilities, and Learning resources* are areas of strength.

Teaching and learning

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

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security and pastoral care. Students benefit from a very well-managed leisure programme and well-maintained accommodation. *Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s.

The provision meets the section standard and exceeds it in some respects. There is very appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and 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	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	Strength

Comments

M1 The values of the organisation are widely available and integral to its working, from recruitment and induction through to the daily running of the courses.

M4 Communication within and between the organisation and the wider organisation of which it is a part are very good. Communication between PL and with AX, ongoing throughout the year, is very effective.

M5 Feedback is regularly obtained from students throughout their stay, and AX receives feedback from parents after the course has finished. Feedback is shared and actions taken are fully recorded.

M6 Staff are asked to complete a questionnaire during the first week and at the end of the course. Staff felt that their views were valued and acted on.

M7 There is a comprehensive quality review at the end of the summer, both by PL and also a joint review between PL and AX. The reviews incorporate multiple sources of reference including analysed data and comments from staff, student and parent feedback.

Staff management and development	Area of strength
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.	Strength
M11 There are effective induction procedures for all staff.	Strength
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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 Recruitment and selection procedures are very thorough. There are comprehensive procedures for each stage of the process which are scrupulously implemented and include lengthy interviews. The values of the organisation inform the selection process.

M11 Staff receive an extensive online induction, which includes both independent and group modules. Further sessions continue over the two-day induction on site.

M13 There are effective CPD procedures for both permanent HO staff and temporary staff. During the induction process staff are given a range of training, and specific CPD opportunities during the course. CPD for HO staff is ongoing and funded by PL throughout the year.

Student administration	Area of strength
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.	Strength
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.	Strength
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 who to see about problems and how to make a complaint.	Met

Comments

M14 It is evident that both PL and AX managers and staff are extremely helpful and courteous to students, their parents and agents. Customer service is supported by comprehensive IT systems, which ensure speedy responses to customers.

M15 PL processes applications through agents. Other applications go via the website to AX, who then continue to communicate, generally with the parents. Parents are kept very well informed throughout the course either by PL or AX.

M16 The enrolment processes are very effectively handled. Flexible payment plans are in place and any requests for cancellations or postponements are treated with sensitivity.

Publicity	Met
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.	Strength
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.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The websites of UWC (Atlantic College AX) and Peartree Languages (ELEA) are the main sources of publicity. Various social media sites are also used.

M21 Descriptions and pictures, including videos, of the main features of the course, venue and facilities are very clear. Permission is scrupulously obtained for any photos of students.

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.	Strength
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.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Premises are thoroughly and regularly risk assessed, both by AX and PL. Expert input goes into the framing of health and safety policies of AX as part of UWC Atlantic, and these are shared with and adapted by PL.

P4 Students have the use of many large areas for relaxation both in the castle itself, in the castle grounds and in the accommodation blocks. The dining hall is large, with separate serving areas.

P6 Staff have large spaces available in both the teaching block and in their residence. Staff appreciate the spaces which allow for meetings in both premises.

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.	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 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

P8 There is a very good range of online resources available to teachers. These are accessible and well organised. Schemes of work direct teachers to relevant digital resources available on both the course and class VLE.
P9 All classrooms are equipped with very up-to-date interactive whiteboards. The equipment is well maintained, and technical help and advice is readily available at short notice.

Teaching and learning

Academic staff profile	Area of strength
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 clearly appropriate to the school's context. All academic managers are TEFLQ with at least five years relevant teaching experience and the 'team leader' has experience in a range of different teaching and academic management contexts. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
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.	Met
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

T4 Teachers are matched appropriately to the different age groups and levels, taking account of their qualifications and previous experience. Classrooms are allocated and arranged very much in line with the class needs.
T6 There is a large weekly turnover of students and there are well-established procedures to deal effectively with this. The course is appropriately structured, and teachers are given good guidance.
T7 During the online induction, group sessions are led by the academic director and supervisors and cover teaching and learning items, including a specific introduction to the schemes of work.
T8 There is very good day-to-day guidance and support provided by the GASs, supported by the academic director. Teachers reported they felt very well supported.
T10 Teachers receive very effective CPD during their inductions and ongoing opportunities through the course, including daily meetings and peer observations. Supporting the teachers contributes to the GASs' professional development.

Course design and implementation	Area of strength
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.	Strength
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.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments

T11 The course design is very comprehensive and appropriate to the learning context. Detailed schemes of work at two levels effectively support the delivery of the course. Each lesson within the schemes has links to a range of resources and supplementary activities.

T12 The excursions and communication with AX staff offer students ample opportunities to develop and practise their language outside the classroom. They are given access to the VLE before and after their course.

T13 The course was re-designed to reflect the changing needs and profile of the current students. The course is structured to allow flexibility in the delivery. Within the weekly schemes of work, the content and resources can be adjusted to suit the needs of the class.

T14 A simplified course outline is presented to students on the virtual noticeboard. At the beginning of each lesson, a visual slide presents the lesson content and learning outcomes.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Met
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.	N/a

Comments

T15 Pre-arrival, students are asked to submit a small piece of writing, and on arrival there is further testing, including a speaking test. The level given is based on CEFR levels, and students are placed in the appropriate level within their age group.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	15–17-year-old course

Comments

None.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing 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 demonstrated a very good level of knowledge and awareness of the use of English. They gave clear models, explanations and examples, and developed emergent language. Teachers used language appropriate for the level.	
T20 The lesson content was clearly based on both student and class needs, as well as on the course objectives. Class profiles showed good awareness of individuals' strengths and weaknesses. Topics and materials were appropriate and of interest to the students.	
T21 The intended learning outcomes were achieved through a coherent and appropriate sequence of activities and were generally introduced to students at the beginning of each lesson.	
T22 Teachers used a wide range of appropriate teaching techniques very confidently and effectively. These included sensitive nomination and questioning, eliciting and prompting. Teachers gave clear instructions and checked students' understanding.	
T23 Teachers generally managed the classroom environment and resources effectively. Seating arrangements were pre-planned and interactive boards, whiteboards and other resources were managed competently.	
T24 Teachers monitored students' performance during activities and offered positive feedback effectively. Errors were generally corrected with sensitivity when appropriate.	
T25 Learning on the whole was evaluated effectively with short tasks and monitoring, and lessons contained review tasks and referred to previous learning.	
T26 All teachers promoted a positive and inclusive learning atmosphere. They clearly demonstrated their awareness of their students' specific needs and interests, and students remained actively engaged throughout the lessons.	

Welfare and student services

Care of students	Met
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.	Met
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.	Met
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

Comments

W2 Students receive excellent pastoral care from the school. Good procedures are in place to identify and share pastoral care needs, both pre arrival and during the course. Handover each day between Peartree and AX also includes any comments on student welfare. All staff take their welfare responsibilities very seriously.

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.	Met
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.	Met

W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W7 All accommodation has been recently refurbished, is sizeable and is of a very high standard. Students benefit from well-sized common spaces with good entertainment facilities.	
W11 The school seeks initial feedback, which is shared with AX to remedy any problems, and AX has a representative in each house to deal with any issues that occur.	
W13 Meals are of a high standard and feedback from the students is positive. AX also equips student houses with breakfast foods, snacks and drinks.	

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
N/a	

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

Leisure opportunities		Area of strength
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.		N/a
W20 The content of any leisure programme is appropriate to the age and interests of the students.		Strength
W21 Any leisure programmes are well organised and sufficiently resourced.		Strength
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.		Strength
Comments		
W20 Students benefit from a very appropriate and well-managed leisure programme. Adventure activities by AX and academic activities and excursions by PL, provide students with a varied and engaging programme which receives excellent feedback.		
W21 All activities and excursions are very well organised and structured. Detailed itineraries and tasks for students are in place. Staff accompanying the students are well versed in their responsibilities.		
W22 Risk assessments for activities are detailed, live and regularly updated.		
W23 Staff who accompany students on activities are inducted well, given detailed briefings before the activities and receive on-going support.		

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

All students at the seasonal centre are under the age of 18. AX has overall responsibility for safeguarding, but PL also implements its own policies and procedures.

S1 The safeguarding policies of both organisations are robust. All relevant information is included and AX's expertise in safeguarding benefits both organisations.

S2 The centre effectively has two DSLs, one from PL and one from AX. They provide excellent cover for each other, and any safeguarding concerns are shared. Staff are provided with a code of conduct for dealing with students under the age of 18 and all are trained to an appropriate level.

S6 Student rules make it clear what they may do outside the scheduled programme. Students are constantly monitored and supervised and any instances where they may not be are risk assessed.

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	2010
Last full inspection	2019
Subsequent checks/visits (if applicable)	Spot check July 2022
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Peartree Languages, Cardiff, year-round courses in general and professional English for adults (18+) in school premises and online, general English for young people (16+) online
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	September 2005
Ownership	Name of company: Peartree Languages (ELEA) Company number: N/a sole trader
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	Peartree Languages head office: 23 Windsor Place, Cardiff CF10 3BY
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	Estimate at peak - same as at inspection
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	0	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	22	N/a
Full-time ELT (15+ hours per week) aged under 16	84	N/a
Part-time ELT aged 18 years and over	0	N/a
Part-time ELT aged 16–17 years	0	N/a
Part-time ELT aged under 16 years	0	N/a
Overall total ELT/ESOL students shown above	106	N/a
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	12	N/a
Junior programmes: advertised maximum age	17	N/a
Junior programmes: typical length of stay	2 weeks (ELEA)	N/a
Junior programmes: predominant nationalities	Chinese, German, Spanish	N/a

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	5	N/a
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	3	N/a
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	AX staff	

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

All academic managers teach the full 15-hour a week timetable.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	5
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	8

Comments

Numbers include the academic managers who teach.

Accommodation profile

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

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	0
Private home	N/a	0
Home tuition	N/a	N/a
Residential	N/a	106
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	106
Overall total adults + under 18s	106	

Points to be addressed

None.