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| Organisation name | WE Bridge Academy, Cardiff |
| Inspection date | 23–25 June 2021 |

| Section standards | |
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| 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 |
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| We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted. |

Summary statement

The British Council inspected and accredited WE Bridge Academy in June 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

WE Bridge Academy is a language school based in the city centre of Cardiff, Wales. The school offers open enrolment language courses year round as well as vacation language programmes in July and August and foundation programmes from September to June. The school also offers teacher development courses on demand.

The inspection took the equivalent of one day and a part day over three days. Due to the global pandemic, the inspection was conducted remotely and focused only on compliance with inspection criteria; inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

The inspectors held meetings with the CEO, executive Director of Studies (EDoS), academic centre manager (ACM), marketing and admissions executive (MAE), business and online development officer (BODO), chief operating officer (COO), and the student accommodation and welfare officer (AWO). A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed. The inspectors were also given a virtual tour of the premises and students were asked in the focus group to comment on the school premises and facilities as well as accommodation, if provided by the school.

Address of main site/head office

Southgate House, Floors 2 & 10, Wood Street, Cardiff CF10 1EW

Description of sites observed

The school occupies two floors of an office building in the centre of Cardiff. There is a reception desk on both floors with four classrooms on the second floor and eight classrooms on the tenth floor. At the time of the inspection, some of the classrooms on the tenth floor had been merged to create larger rooms. The academic office, student lounge, teachers' room and teachers' rest area are all located on the tenth floor. At the time of the inspection, the student lounge was being used as a classroom, but when in use as a lounge there is a vending machine offering hot drinks for students. A number of administrative offices are located on both floors. There are three men's toilets and three women's toilets on each floor.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults (18+) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" 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

Year round the school offers general English courses for adults and young people (16 and 17 year-olds), as well as examination preparation courses. The school also offers a foundation programme from September to June, in addition to ESP courses for groups and individuals. At the time of the inspection, the school was only offering general English and exam preparation to both a small number of students in school premises and to other students attending online.

Management profile

The CEO is responsible for the overall management of the school and is also on the board of directors along with the COO and one other person who is not involved in the daily running of the school. The COO, MAE and EDoS all report to the CEO. The AWO and the finance officer both report to the COO, and the senior administrator as well as the BODO both report to the MAE. The EDoS manages the ACM and together they manage the teaching team. At the time of the inspection, the senior administrator was on furlough, with all other administrative staff on flexi-furlough. The EDoS was out of the country and working remotely.

Accommodation profile

The school currently has around 20 active homestay hosts. Students aged 16 and 17 receive full-board accommodation. At the time of the inspection only two students were staying in accommodation with the same homestay at their own request.

Summary of inspection findings

Management

The provision meets the section standard. There is a clear statement of goals and values which inform all aspects of the school. Communication within the school is generally effective, but initial student feedback systems are insufficient. Customer service is good as are a number of administrative procedures, although there is no clear policy on student punctuality. Publicity is well presented but there were a number of details that required attention. It is not made clear on the website which courses are not covered by accreditation.

Premises and resources

The provision meets the section standard. The school building is in good condition. Classrooms are bright and adequate in size. Staff are well provided for, with space for both work and relaxation. There is a wide and up-to-date range of teaching and learning resources.

Teaching and learning

The provision meets the section standard. Guidance for teachers is generally good but more support is needed in managing continuous enrolment. There is a clear and effective system for course review, but a clear focus on learning strategies is missing from course content. Student support is effective. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are met. The homestay accommodation provided is suitable and appropriate systems are managed effectively. Students are made aware of local social, cultural and sporting activities and events.

Safeguarding under 18s

The provision meets the section standard. Appropriate safeguarding policies are in place and relevant training is provided to staff and homestay hosts. Students are suitably supervised during lessons, social activities and while in homestay accommodation.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

| Strategic and quality management | Met |
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| 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. | 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. | Not 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. | Met |

| Comments | |
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| <p>A policy statement is in place regarding the goals and values of the organisation, and there is a detailed development plan with clear objectives for the future of the college. There are a number of channels of communication, both formal and informal, and all staff felt well informed and listened to. Although student feedback is collected and collated, there is no record of action being taken in response to initial feedback. Action taken in response to end-of-course feedback as well as staff feedback is recorded and used to inform development. A strategy report details the college's commitment to continuous improvement and this is reflected in the self-evaluation document.</p> | |
| 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. | 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 | |
| <p>An appropriate and up-to-date range of human resources policies is in place, and job descriptions are reviewed annually. Recruitment and induction procedures are effective and appraisal documents show a commitment to maintaining standards as well as supporting staff. The continuous professional development (CPD) record provides evidence of the school's commitment to developing staff and responding rapidly to their development needs.</p> | |
| Student administration | Met |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Met |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Met |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Met |
| 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. | Not met |
| 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. | Met |
| Comments | |
| <p>Students commented very positively on the helpfulness and friendliness of the staff at the school, both in written feedback and in the student focus group. Communication with students and their representatives is prioritised and enrolment procedures are well managed. Records of payment and course details are up to date, and systems to record contacts for students are effective. The policy and procedure for managing student attendance is effective, but there is currently no policy on punctuality and this was evident in some of the lessons observed.</p> | |
| 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. | Not met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |

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| 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. | Not met |

Comments

Publicity comprises a website and a number of social media channels. The website is considered the main medium of publicity.

Most information is accurate, but the range of social activities described in publicity may give rise to unrealistic expectations. The information provided is in clear and accessible English, and information on courses and costs is easy to find. The description of the level of care given to students under 18 is accurate, as is the description of the accommodation offered. Claims to accreditation are not in line with Scheme requirements as it is not immediately clear that non-eligible courses are not covered. Some other aspects of publicity were changed during the inspection and are no longer points to be addressed.

Premises and resources

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| 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. | Partially assessed |
| 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

A video tour of the premises showed that the college building is in a good state of repair and decoration. In the focus group, students confirmed that the school is clean and provides a comfortable environment. Classrooms are entirely suitable, but the student lounge is currently not in use. Bottled water is provided free to students and signage is clear. Space for staff to meet and relax is sufficient.

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| 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. | 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 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

There is a wide range of teaching and learning resources, and both teachers and students commented favourably on the materials available. Educational technology is well managed and students receive support in the use of online resources for independent learning. Learning resources are regularly reviewed and evidence was seen of changes made as a consequence of this review.

Teaching and learning

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| 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. | Met |

Comments

One rationale was provided for one member of staff without a Level 6 qualification, and another for a member of the academic management team without a TEFLQ qualification. Both were accepted in the context of this inspection. The teaching and academic management teams have an appropriate range of skills and experience.

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| 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. | Not 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. | Met |

Comments

Procedures for matching teachers to courses and the timetabling of classes is efficiently managed, but there is insufficient support for teachers to manage continuous enrolment effectively. The teacher focus group confirmed that the academic managers are both available and supportive, and there are effective systems in place for the observation and monitoring of teachers' performance. All teachers felt that these systems were helpful and constructive.

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| 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. | Met |
| 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. | Not 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

Course design is based on clear principles and all courses are regularly reviewed taking both student and teacher feedback into consideration. Course outlines are clear and there are occasional activities outside the classroom. Although independent learning is encouraged via the college's online learning application, courses do not include a required focus on study and learning strategies.

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| 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. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met |

Comments

Procedures for the placement of students as well as the monitoring of their progress are clear and effective. Support in terms of changing courses or selecting examinations is effective, and academic reports are made available. The college has good connections with local universities and support for students wishing to progress to mainstream education in the UK is well provided for.

Classroom observation record

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| Number of teachers seen | 4 |
| Number of observations | 8 |
| Parts of programme(s) observed | General English, IELTS |

Comments

Each teacher was observed once by both inspectors. One was teaching a face-to-face class and three were teaching hybrid classes with a mixture of face-to-face and online students.

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| 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. | Not 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 Teachers produced accurate models of language and explanations were mostly clear.
T24 The content of the lessons was mostly appropriate to the learning needs and cultural backgrounds of the students. In the weaker segments, the choice of target language and activity was at times less appropriate in terms of relevance and task achievement.
T25 Lesson outcomes were shared with students and in most segments the lessons were logically staged. In the weaker segments, more connection could have been made between individual activities and the overall aims of the lesson.
T26 A range of appropriate teaching techniques was seen, such as drilling of new vocabulary and elicitation of meaning. In the stronger segments, nomination of students and checking of understanding were used effectively. In the weaker segments, opportunities to use these techniques were missed.
T27 In most cases, teachers coped well with the hybrid nature of the majority of classes. In the weaker segments, the demands of managing this resulted in the pace of lessons being somewhat stilted. In the stronger segments, interest and engagement were maintained.

T28 The quality of feedback was mixed with some teachers offering timely correction and praise. In some segments, this was less evident.

T29 Lesson plans included stages to check that learning was taking place, but opportunities to check understanding were missed in a number of segments with stronger students sometimes dictating the pace of the lesson.

T30 All teachers were friendly and welcoming, and in the majority of segments, learners were fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory with the majority being satisfactory or better against the criteria. Detailed student profiles were in place, and the majority of lessons were logically staged with clear outcomes. The learning environment, which was a hybrid of face-to-face and online students, was managed satisfactorily in most cases, but not enough was done in some cases to ensure that all students were involved in the lessons. All teachers were friendly and supportive.

Welfare and student services

| Care of students | Met |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| 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. | Not 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. | Met |
| 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. | Met |
| W7 Students receive advice on relevant aspects of life in the UK. | Met |
| W8 Students have access to adequate health care provision. | Met |

Comments

Appropriate risk assessments and emergency planning are in place to ensure that the safety and security of students are met. Students receive detailed inductions. Although pastoral care is provided, not all students know who to approach if they have personal problems and this is not made clear in the student handbook. Information about travel and relevant aspects of life in the UK are made known to students.

| Accommodation (W9–W22 as applicable) | Met |
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| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Partially assessed |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Met |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Met |
| 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. | Met |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

No accommodation visits were conducted during the inspection but the two students in homestay accommodation at the time of the inspection were very happy with the services provided by their hosts. The school has appropriate

systems in place and provides suitable homestay accommodation to students. Relevant information about their homestays is sent to students in advance and the accommodation and welfare officer is on hand to resolve any problems.

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| 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.

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

Comments

None.

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| Leisure opportunities | Met |
| 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. | Met |
| W24 The content of any leisure programme is appropriate to the age and interests of the students. | Partially assessed |
| W25 Any leisure programmes are well organised and sufficiently resourced. | Met |
| 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

Students receive information about local social, cultural and sporting activities through the school website and from the accommodation and welfare officer. At the time of the inspection, no leisure activities were being run due to the pandemic. Students are helped to arrange their own cultural and sporting activities. Relevant risk assessments have been conducted.

Safeguarding under 18s

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| Safeguarding under 18s | Met |
| 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. | Met |
| 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. | Met |
| 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. | Not met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Met |

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| 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

There were no under 18s studying at the school at the time of the inspection. A small number of 16 and 17-year-olds attend open enrolment adult courses and closed group programmes.

The school has a comprehensive safeguarding policy and both staff and homestay hosts receive appropriate training. Parents or guardians complete detailed parental consent forms. Safer recruitment procedures are generally followed, however, references for some homestay hosts do not refer to their suitability to accommodate under 18s. Arrangements for the supervision of students in lessons and in accommodation are clear.

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 | March 2012 |
| Last full inspection | March 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 | International Foundation programme Trinity CertTESOL |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

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| Date of foundation | 14 December 2009 |
| Ownership | Name of company: WE Bridge Academy Company number: 07104100 |
| Other accreditation/inspection | ISI |

Premises profile

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

| Student profile | At inspection | In peak week: March (organisation's estimate) |
|--|-----------------------|--|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 11 | 15 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 0 | 1 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| Part-time ELT aged 18 years and over | 0 | 0 |
| 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 | 11 | 16 |
| Junior programmes: advertised minimum age | 0 | 0 |
| Junior programmes: advertised maximum age | 0 | 0 |
| Junior programmes: predominant nationalities | 0 | 0 |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 18–30 | 18–30 |
| Adult programmes: typical length of stay | 26 weeks | 26 weeks |
| Adult programmes: predominant nationalities | Omani, Kuwaiti, Saudi | Omani, Saudi, Kuwaiti |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 4 | 6 |
| Number teaching ELT 20 hours and over a week | 0 | |
| Number teaching ELT under 19 hours a week | 4 | |
| Number of academic managers for eligible ELT courses | 2 | 2 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 3 | |
| Total number of support staff | 3 | |

Academic manager qualifications profile

| Profile at inspection | |
|--|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or three years relevant experience | 1 |
| Total | 2 |
| Comments | |
| The academic managers were not teaching during the week of the inspection. | |

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 1 |
| TEFLI qualification | 3 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 4 |

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 | 2 | 0 |
| 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 | 0 | 0 |
| Staying in privately rented rooms/flats | 9 | 0 |
| Overall totals adults/under 18s | 11 | 0 |
| Overall total adults + under 18s | 11 | |