

Organisation name	Celtic English Academy, Cardiff (summer centre, Bangor University)
Inspection date	29 July 2019
Current accreditation status	Accredited
Reason for spot check	Signalled: inspect new or additional premises

### Recommendation

We recommend continued accreditation. The next inspection falls due in 2020; there are no grounds for bringing this forward. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S4 have been addressed.

### Changes to the summary statement

No changes need to be made to the summary statement, apart from adding the date of this inspection and updating the reference to adults (16+).

### New summary statement

The British Council inspected and accredited Celtic Academy (Bangor) in June 2016 and July 2019. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of staff management, student administration, academic management, teaching, care of students, and leisure opportunities.

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

### New summary inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management operates efficiently to the benefit of students. Staff management is carried out effectively and appropriate quality assurance procedures are in place. Publicity is accurate and provides a comprehensive and fair picture of the school. *Staff management* and *Student administration* are areas of strength.

#### Premises and resources

The provision meets the section standard. The learning resources support the studies of students and the environment is conducive to effective teaching and learning. Staff have the benefit of an appropriate professional environment.

#### Teaching and learning

The provision meets the section standard. The learning resources support the studies of students and the environment is conducive to effective teaching and learning. Staff have the benefit of an appropriate professional environment.

#### 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. The accommodation provided is suitable and the management of the accommodation systems works to the benefit of students. *Care of students* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities and accommodation provided. However, there is room for improvement in both the safeguarding policy and the implementation of safer recruitment procedures.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2016
Subsequent spot check(s) (if applicable)	2018
Subsequent supplementary check(s) (if applicable)	N/a
Subsequent interim visit(s) (if applicable)	N/a
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Celtic English Academy, Cardiff
Other related non-accredited schools/centres/affiliates	N/a

Student and staff profile	At inspection	In peak week: July
Total ELT/ESOL student numbers (FT + PT)	62	62
Minimum age (including closed group or vacation)	11	11
Typical age range	14–16	14–16
Typical length of stay	2–4 weeks	2–4 weeks
Predominant nationalities	Italian, Spanish, Chinese	Italian, Spanish, Chinese
Total number of teachers on eligible ELT courses	5	5
Total number of managers including academic	2	2
Total number of administrative/ancillary staff	7	7

### Premises profile

Address of main site	18 Park Grove, Cardiff CF10 3BN
Additional sites in use	Celtic English Academy, North Wales Summer Centre, Bangor University, Bangor, Gwynedd LL57 2DG
Additional sites not in use	N/a
Sites inspected	<p>Accommodation for the summer centre, dining and on-site recreational facilities, as well as teaching rooms on Saturdays and Sundays are located on the campus of Bangor University. Additional teaching rooms in Coleg Menai, a further education college adjacent to the campus, are used on Mondays, Thursdays and Fridays. (Full-day excursions take place on Tuesdays and there is no teaching on Wednesdays, which is an arrival/departure day.) Both teaching sites are within ten minutes' walk of the accommodation block and the nearby dining facility, and the campus itself is a similar distance from the town centre.</p> <p>Campus facilities used for afternoon and evening activities include a sports hall, a climbing wall, indoor tennis courts, an all-weather pitch, and a common room with easy seating, board games and table tennis.</p> <p>All students are accommodated in a centrally-located modern block. The ensuite rooms are organised in flats with a shared kitchen area, where breakfast is served. Lunch and dinner are provided in the student union building.</p>

### Introduction

#### Background

Celtic English Academy (CEA) is based in Cardiff. In 2018, it ran a separate seasonal centre for the first time, in Colwyn Bay, North Wales. For 2019, this centre was relocated to Bangor University. The main purpose of this spot check was to assess the suitability of this new centre.

#### Preparation

In advance of the inspection, the Accreditation Unit sent background documentation to the inspector, who also checked the school's website. The school knew that there would be a spot check but did not know the date.

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## Programme and persons present

The inspector arrived at 08.45 and departed at 14.00. Meetings were held with the centre manager and the director of studies, who is the assistant director of studies of the main school in Cardiff. Focus group meetings were held with teachers, students, and group leaders. A tour of the campus was undertaken, the accommodation and both teaching sites inspected, and a range of documentation viewed. The inspector subsequently spoke by phone to the director of studies (DoS) in Cardiff.

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## Findings

Findings are reported in the following section and in the Action taken on points to be addressed.

### Significant changes since the last inspection

The main change has been the relocation of the summer centre from Colwyn Bay to Bangor University. As was the case in 2018, a five-week residential summer programme is offered in July and August for juniors aged 11–17.

### Management

Overall management of the summer centre rests with head office (HO) in Cardiff, and the CEO and DoS have both visited the centre a number of times. The TEFLQ DoS, who has academic oversight, has been in this role for almost two years, having previously worked in the school as a senior teacher and assistant director of studies. In 2018, he divided his time between the summer centre and the Cardiff school; for 2019, the role of summer centre DoS has been carried out by the assistant director of studies at the Cardiff school, who is also TEFLQ. The centre manager (CM) has appropriate experience and qualifications for the role; she was CM for the summer course in 2018 and works year round in the Cardiff centre as personal assistant to the CEO.

References were on file for all teachers and activity leaders and staff stated that they had been inducted appropriately.

### Premises and resources

See below.

### Teaching and learning

The programme and materials were developed by a senior teacher for the 2018 summer school and overseen by the DoS in Cardiff. For 2019, detailed lesson plans have been prepared to provide further support for teachers. Flash drives given to teachers contain materials, which include powerpoint slides, and lesson plans. Teachers were agreed that the materials were very helpful and were well suited to the age-range and needs of their students.

Evidence was seen that all teachers had been observed by the TEFLQ academic manager for the summer centre and feedback given.

### Welfare and student services

CEA has carried out a risk assessment for the premises in addition to the host school's own provision in this area, and appropriate fire safety procedures are in place. A record was seen of a fire evacuation drill.

The centre manager and activity leaders together ensure that welfare matters are taken care of and students demonstrated clear knowledge about, and appreciation of, staff and their roles in this respect. There is a full and varied social programme which includes afternoon and evening activities as well as full-day and half-day weekday excursions and weekend trips and activities. The programme is well organised and appropriately staffed, and risk assessments are in place. Group leaders commented appreciatively that adjustments had been made to the evening programme to take account of the interests of female students with limited interest in sports.

### Safeguarding under 18s

The Cardiff school accepts individual 16 and 17 year-olds, but under 16s only in closed groups. The Bangor centre takes individual under 16s as well as groups. A separate safeguarding policy has been produced for the summer centre (see S1, below). All staff undergo basic awareness training, and the centre manager and activity co-ordinator are both trained to specialist level.

Safer recruitment checks or risk assessments had not been fully completed for all teachers. The terms and conditions on the student application form state that all staff will undergo DBS checks.

Lanyards are used to distinguish between students under 15 or older, students aged 15+ being allowed a little more freedom.

Activity leaders are residential, along with any group leaders, who are not counted in calculating appropriate ratios. Excursions and activities are appropriately organised and accompanied, with appropriate risk assessments and

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guidelines.

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## Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
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

All criteria in this area are fully met.

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

### Comments

P8 Considerable effort has gone into developing materials which are appropriate for students and facilitate the work of teachers. Teachers were very positive about these, the freedom to adapt materials if they thought fit, and the supplementary materials available.

## Action taken on points to be addressed

### Management

M18 The response rate to the end of course questionnaire is low.

**Partially addressed. Group leaders have been used to ensure that groups provide end-of-course feedback, and methods of improving the response rate of individuals are being trialled.**

M23 Level descriptors in publicity material using the Common European Framework of Reference alphanumeric system do not provide enough information for it to be readily understood by prospective students.

**Addressed. The new website provides both simplified indications of the competences associated with each alphanumeric level and a link to more detailed information on the Common European Framework of Reference (CEFR). The brochure also includes the CEFR descriptors.**

M25 The costs of examination entry are only given on the website and not in the printed brochure.

**Addressed. Indicative costs are shown on the price list.**

M28 The website claims that all teachers have certain specified TEFL qualifications, but this was not the case at the time of the inspection.

**Addressed. This sentence has been removed from the website.**

### Resources and environment

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R5 There is very little signage in evidence.

**Addressed. Students are escorted to classes on and off the campus, and signage within buildings is clear.**

R6 Some parts of the teachers' work area are rather dark.

**Addressed. This is not an issue on the Bangor campus.**

### Teaching and learning

T2 One teacher did not have a TEFL qualification which meets Scheme requirements.

**Addressed. A rationale was accepted for this teacher, and is still in place.**

### Welfare and student services

W9 Bathroom facilities in the residential houses seen are very limited.

**Addressed. All rooms on the Bangor campus are ensuite.**

### Care of under 18s

S1 The safeguarding policy does not include guidance on handling delayed DBS checks.

[Note: The 2018 Spot check report stated that this had been addressed in that guidance had been included in the policy.] **Not yet addressed. The version of the policy seen during the 2019 spot check ('Safeguarding policy for North Wales junior programme') contains no information on procedures to be followed in the event of delayed DBS checks or guidance on safe recruitment generally.**

S3 The description on the website of the level of care and support given to students under 18 is not very accessible and does not go into sufficient detail.

**Addressed. The website describes the level of care for under 18s at the year-round centre in Cardiff and additional measures taken on the North Wales summer programme.**

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## Conclusions

The new centre meets Scheme requirements in relation to premises, facilities and resources, and it is being effectively managed. The organisation as a whole continues to meet Scheme requirements and to develop its provision. Almost all points to be addressed have been dealt with.

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