

Organisation name	Birmingham School of English
Inspection date	17–18 September 2024

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a 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.

Summary statement

The British Council inspected and accredited Birmingham School of English in September 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 courses in general English for adults (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, and course design.

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

Introduction

Birmingham School of English was founded in 2012 by the two owners and directors. The school is based in central Birmingham and has occupied its current premises since 2012. During the last inspection in 2019, the school was inspected under the name Edskills Language School. At the time of this inspection the school was in the process of changing its name to Birmingham School of English (BSE). There have been no significant changes in management, premises, or curriculum resulting from this change. The directors continue to manage the day-to-day running of the school.

The inspection took place over one and a half days. The two inspectors held meetings with the director, the centre manager, the academic managers and the welfare officer. Focus group meetings were held with teachers and students. The two teachers timetabled were each observed twice during the inspection. One inspector visited three homestays remotely.

Address of main site/head office

Digbeth Court, 162–164 Digbeth High Street, Birmingham B12 0LD

Description of sites visited/observed

BSE is located in a four-storey business centre close to the centre of Birmingham. The building houses a number of other small businesses. On the ground floor the school uses the general reception area, an office, two classrooms, a student lounge, toilets and a small kitchen area. On the first floor, there is a staffroom and two classrooms; there is a prayer room in the basement.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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

Year round the school runs general English courses for 15 and 21 hours per week. BSE also offers IELTS courses at certain times of the year.

Management profile

The director is responsible for the strategic planning and financial administration, business development and the marketing of the school. The day-to-day running of the school is delegated to the centre manager and the academic manager. The school also employs a welfare officer who works closely with the managers.

Accommodation profile

The school has a limited number of homestays available for students. Some students stay with their families or in private accommodation.

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 and exceeds it in some respects. The premises provide students and staff with a very 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* is an area 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 sufficient 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. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard. With the revised critical incident plan, the provision meets the needs of students for security and information. Students benefit from well-managed student services and pastoral care and the accommodation provided is suitable.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the accommodation provided.

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

Comments

M1 Goals, values and mission are all clearly stated on the website, in all relevant policy documents and in staff and student handbooks. The mission statement is simple and clear, integral to the work of the school and was created with staff input.

M3 There is a clear and effective structure in place for the ELT operation, understood by teachers and made known to students. Key staff know each others' roles well and are able to deputise for each other, ensuring continuity and the smooth running of the operation.

M4 Channels of communication are appropriate and effective; meetings at various levels take place frequently with clear minutes and a record of actions disseminated to all. The size and layout of the school also allows for a great deal of daily informal communication among staff. Teachers in the focus group meeting felt involved in, and very much a part of the organisation.

M7 Review and continuous improvement are embedded in the work of BSE; effective systems are in place to ensure that all aspects of provision are reviewed consistently. Many sources of reference, including staff and student feedback, comparison with other providers and a very thorough self-evaluation against inspection criteria, are incorporated into the review cycle.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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

M8 A comprehensive suite of detailed human resource policies is in place, created with expert third-party input and made known to staff at appointment.

M10 Recruitment procedures are robust and thorough with a clear checklist to ensure all documentation is received. The interview process includes a specific section on knowledge and awareness of safeguarding issues. All the necessary checks and evidence were in place for all staff files sampled.

M11 Inductions are thorough and supplemented by a useful staff handbook, induction presentation, and induction checklist. Staff commented on how much support and guidance is offered during the induction process.

M13 BSE is committed to fostering a culture of CPD and has put real effort into providing and encouraging CPD for all staff. Both teachers and administrative staff have benefited from a variety of CPD opportunities.

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.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	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.	Strength
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 All staff working with students are friendly, knowledgeable and approachable, demonstrating very good levels of customer care. Students in the focus group expressed their very real appreciation of the service and support they receive from all staff in the school.

M16 All student records were effectively completed, up to date and readily accessible. Enrolment, cancellation and refund procedures are clear and available on the website. The school takes a flexible approach to cancellation and refunds; students are dealt with on an individual basis and their specific circumstances taken into account.

M18 The attendance and punctuality policy is explained to students very clearly at induction, reinforced in the student handbook and adhered to. Absence and lateness are recorded, poor attendance is flagged and follow-up action taken.

Publicity	Area of strength
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.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met

M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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 main medium of publicity is the website. At the time of inspection the school was in the process of developing a new website for its transition from Ed Skills to Birmingham School of English.
All criteria in this section are met.

Premises and resources

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

Comments

P2 Premises are clean, well maintained and attractively decorated providing a very comfortable and welcoming environment for students and staff.
P3 Classrooms are bright, well-furnished and well decorated with displays of relevant information and language learning tips.
P4 Students have a dedicated common room with comfortable seating, space for them to consume food, a computer for their use and a large display screen giving updates about the school and what is happening locally. Complimentary tea and coffee are available.

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

Comments

All criteria in this section are met.

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.	Met
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements 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.	Met
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.	Met

Comments

T7 The academic induction of new teachers is thorough and personalised. The newest teacher to be employed at the school felt that her induction had been comprehensive and prepared her well for her role.

T8 The layout of the school means that the DoS is located close to the teachers, allowing for a great deal of informal daily support. Teachers in the focus group spoke very highly of the supportive, collegiate environment within BSE and specifically of the day-to-day guidance and help offered by the DoS.

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.	Met
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.	Met

Comments

T11 Course design is ongoing but there is a clear rationale for how the courses are being structured as the team work through each level. Courses are themed and structured into blocks with a detailed syllabus and scheme of work provided for teachers, with additional guidance and links to further support materials.

T13 Course review is a dynamic, ongoing process taking feedback from students and staff into account. Courses are structured to allow flexibility in their delivery and to take changing student needs into account.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	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.	Strength

Comments

T18 A wide range of help and advice is available for students. The director and centre manager have undertaken specific University and College Admissions Service (UCAS) training and are well qualified to offer guidance to students.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English, IELTS preparation.

Comments

Both teachers were observed once by each inspector.

Teaching: classroom observation	Met
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.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
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.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Not met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not 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.	Met

Comments

T19 Teachers provided accurate models of spoken and written English and generally provided clear explanations in language appropriate to the students' level.
 T20 Lesson plans for the most part followed the course objectives and were based on teachers' understanding of students immediate and emerging needs. The topics and materials were largely appropriate.
 T21 The intended learning outcomes were achieved through an appropriate sequence of activities and were generally introduced to students at the beginning of each lesson.
 T22 Teachers generally used a range of techniques, including elicitation, nomination and concept checking. Instructions were given but not always checked for understanding and at times there was an over reliance on teacher explanation.
 T23 Teachers generally managed the classroom environment effectively. Technology was less well managed however, as the information teachers were writing on the whiteboards was obscured by the projected materials, making it confusing for students and resulting in whiteboards not being used to best advantage.
 T24 Exercises and activities were corrected, but in some segments, opportunities were missed to pick up on students' spoken errors and to provide follow-up practice. Teachers gave frequent encouragement and praise but at times students could have been challenged further.
 T25 Learning on the whole was evaluated effectively with short tasks and monitoring, and reference was made to work covered in previous lessons.
 T26 Generally teachers created a positive learning atmosphere and showed sensitivity to individual students. Students were generally engaged in the activities and their learning.

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.	Not 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	
W1 There was a plan to respond to emergencies, but it lacked substance in a number of areas. It was replaced by a satisfactory plan during the inspection which will now need to be made known to all staff and, where relevant, students.	
W2 Students were fully aware of staff who could help them with problems and reported that they responded quickly and more than satisfactorily. There is a pastoral focus in academic tutorials.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	Met
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.	Met
Comments	
All criteria in this section are fully met.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this section are fully met.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	N/a

W21 Any leisure programmes are well organised and sufficiently resourced.	N/a
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a

Comments

W19 The school does not provide a leisure programme but information about local places of interest is displayed on a noticeboard together with any associated costs.

Safeguarding under 18s

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.	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.	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 was one under 18 student at the time of the inspection.
All criteria in this area are fully met.

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	September 2016

Last full inspection	September 2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	5 September 2012
Ownership	Name of company: Edskills Ltd (now Birmingham School of English) Company number: 08202420
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	7	30
Full-time ELT (15+ hours per week) aged 16–17 years	1	5
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
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	N/a	N/a
Overall total ELT/ESOL students shown above	8	35
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	20–25	17–24
Adult programmes: typical length of stay	8 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian and Italian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	3	

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	2

Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

One academic manager is part time and normally works on a Friday. He is available for support and cover at other times. The full-time academic manager has no teaching commitment.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	1
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	2

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	1
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	5	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	7	1
Overall total adults + under 18s	8	

Items requiring early action

Evidence must be submitted within three months to demonstrate that the issues relating to W1 have been fully addressed.