

Organisation name	Eagle International School, Poole
Inspection date	17–18 October 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that S4 is met. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Eagle International School in October 2023. 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

Eagle International School is a long-established, family-run organisation, founded in 1973 by its current owners/principals. The school offers juniors (12–17) a fully inclusive programme of travel, English language lessons, activities, excursions and full-board homestay accommodation. Courses normally run from Easter to November each year. In 2024 the school is planning to offer courses from May to August and then in October. Most courses are for closed groups of German students from schools with a long association with Eagle International. Small numbers of Spanish students joined the German school group in summer 2023, and small groups of Spanish students may be accepted in future. Since re-opening after the pandemic the school has decided to offer courses to these groups only.

A new, part-time, director of studies (DoS) started working for the school in May 2023.

At the time of the inspection there were two groups of German students aged 12–15 being taught at the school. The inspection was conducted remotely and took one and a half days. The inspectors held meetings with the principals, the part-time DoS, the accommodation officer/assistant to the principals and the activity supervisor. A focus group meeting was held with teachers and another with students. One inspector met the German teachers/group leaders accompanying the students. All four teachers teaching general English classes were observed by both inspectors. The inspectors were sent a video tour of the premises in advance of the inspection and another at the time of the inspection; one inspector spoke to two homestay hosts who gave him a virtual tour of their homes.

Address of main site/head office

Eagle International School, Salterns Road, Poole BH14 8BJ

Description of sites visited/observed

Courses are run from a converted Methodist Church, in the heart of a residential area in Lower Parkstone, Poole, which the owners bought in 2012. The external areas around the building comprise a car park, a student recreation area, patio and stone seating area. The school building has five classrooms and a staff room with small kitchen area on the ground floor, and an additional classroom and storeroom on the upper floor. One of the ground floor classrooms contains a small lending library; another can be partitioned to form two. Five toilets, including one for disabled users, are also on the ground floor. Year round the school administration operates from an office in the house of the school owners.

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 checked="" type="checkbox"/>	<input checked="" 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"/>
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

Courses are of between 10 days' and three weeks' duration and are fully inclusive. The age range catered for is 11–17, but at any one time students are generally in a much narrower age range, as they come in year groups from their schools.

Management profile

One principal has overall responsibility for all areas working closely with her assistant/accommodation officer and the part-time DoS. The principal and the DoS manage all aspects of the academic programme. The other principal is responsible for financial matters but takes no part in the day-to-day management of the school.

Accommodation profile

Students stay in homestays; the school has a number of these registered with it though not as many as in previous years.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff. The structure of the organisation is clear and straightforward, communication is good and student administration is carried out efficiently and effectively. Publicity is generally clear and accurate.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are well structured and effectively managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The school provides its students with appropriate pastoral care with due regard for their health, safety and security. It arranges comfortable homestay accommodation for students, and provides leisure opportunities, negotiated with students' home schools, that meet students' interests and needs.

Safeguarding under 18s

The provision meets the section standard. Appropriate systems, procedures and training are in place to ensure the safety and well-being of the students enrolled with the provider.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	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

There is a clear statement describing the school's values and mission. This is made known to staff and students through handbooks and policies. There is a simple development plan for the future of the school with general objectives, although it is limited in scope and lacks detail. The structure of the organisation is clear and straightforward; communication is effective and staff felt well informed. There are good systems in place to collect feedback from students in writing, as well as through meetings and conversations. Staff feedback is collected

informally and through meetings and there is evidence of action being taken. A self-evaluation document is in place and up to date.

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

Human resources policies are in place, and staff are made aware of them during interview, induction and through the staff handbook. Job descriptions are in place and are reviewed at appraisal. Recruitment and induction procedures are appropriate. The continuing professional development (CPD) record provides evidence of the school's commitment to developing staff and responding to their development needs.

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.	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

Students and German group leaders, some of whom had worked with the school for many years, commented very positively on the helpfulness and friendliness of all staff; excellent customer service is at the centre of the ethos of the school. The sending schools and Eagle International work together to create each programme, so students, parents and teachers are well aware of what will be delivered. The systems for enrolment, cancellation and refunds are appropriate and records of payment and course details are up to date. Absence and lateness policies and procedures are in place. Conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students and their sponsors.

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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
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 consists of the website with additional documents sent to schools when agreements are made. The website is not considered or used as a marketing tool as individual students are no longer accepted. The function of the website is to maintain an online presence and provide basic information about the school. All aspects of publicity are generally accurate and give rise to realistic expectations. An out-of-date accreditation scheme marque is used on the video promoting the school on the website, and in some internal documents.

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

A video tour of the premises showed that the building being used by the school 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, although they mentioned that some classrooms were rather cramped for the numbers being taught. A classroom can be made available for students to use at break times, and in good weather students have access to an outdoor seating area. Free drinking water is available. Staff expressed satisfaction with their staffroom and the facilities available to them.

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.	N/a
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

There is a range of teaching and learning resources, available to teachers and students. Educational technology is not used, but staff have access to CD players. An informal policy is in place for the review of learning resources. Students and the teachers spoken to expressed satisfaction with the materials available.

Teaching and learning

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

All members of the current teaching team have a Level 6 qualification and all but one have relevant ELT qualifications. A rationale was provided for the teacher without an ELT qualification; the rationale was accepted in the context of the inspection due to his educational background and the support provided by the DoS. The teaching team has a range of knowledge, experience and skills which is very well matched to the school and the students. The principal is TEFLI and supported by the part-time DoS who is TEFLQ with many years of relevant teaching and management experience.

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.	N/a
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

Timetabling, matching teachers to courses and cover arrangements are all carried out satisfactorily. Teachers receive good support from the principal and the part-time DoS. Records of observations were seen for previous courses and plans were in place to observe all teachers on courses taking place at the time of the inspection.

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.	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

Courses are designed in-house with input from the sending schools; they are largely topic based with a strong focus on improving students' listening and speaking skills. They are reviewed annually as well as being adjusted when necessary to take into account something of interest happening locally or in the wider world. Written course outlines are agreed in advance with the sending schools, so students know before they arrive what the intended learning outcomes are. Additional language opportunities are built into the course design through drama, literature and excursion preparation. Independent learning is encouraged by keeping daily diaries and the systematic recording of new vocabulary; students are encouraged to interact with their homestay host, all of whom understand their role in enhancing students' communication skills in English.

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.	N/a
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.	N/a

Comments

Placement, monitoring and evaluation of student progress is handled in a light-touch way as suits a short-stay vacation programme, with teachers constantly checking to see that students are well, happy and progressing. Appropriate end-of-course reports are given to students before they leave.

Classroom observation record

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

Comments

None.

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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not 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.	Not 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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Overall, teachers provided accurate models of spoken and written language. Some teachers managed students' questions about new vocabulary and grammar more efficiently than others.

T24 As the students had just arrived, no class profiles were available although teachers did have some advance knowledge of the students' linguistic needs sent from Germany. The content in the lessons was relevant to the syllabus, discussed in advance with the German schools and was suitable for students at their stage of learning coming to the UK for a short stay.

T25 In most cases, plans stated aims rather than learning outcomes. There was evidence in some lessons that the lesson outcomes had been made known to students at the start of the lesson, sometimes in a very general way, but generally plans did not indicate how outcomes would be reviewed and evaluated at the end of the lesson.

T26 A variety of teaching techniques was seen including elicitation, some nomination, good prompting, concept checking and instruction giving, though instructions were not often checked for understanding. At times opportunities to concept check new language were missed.

T27 Generally, teachers did not manage the seating arrangements to encourage student movement in the classroom. Student interaction was encouraged at times but often limited to students speaking to their partner. In the better segments seen teachers asked students to stand up and created different groupings. Whiteboards were

not always used to best advantage; some were very well organised but, in some cases, new vocabulary and explanations were written up randomly and students were obviously struggling with what they should be noting down and recording.

T28 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 be challenged further.

T29 Lessons included activities to assess whether learning had taken place, but sometimes opportunities to test out use of new language were not included.

T30 Overall, teachers created a positive learning atmosphere and a sense of purpose. In some segments, too much teacher talking time and poor pacing resulted in less meaningful interaction, offering fewer opportunities for students to use and practise language and students consequently losing interest and focus. Generally, however, students were attentive, engaged and learning, and clearly enjoying their classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers mostly showed good awareness of linguistic systems. Lesson content was relevant to the needs and cultural background of the students, and teachers generally used a range of techniques with confidence and gave frequent praise and encouragement to students. Classroom management was mostly effective and there was a positive working atmosphere in most classes.

Welfare and student services

Care of students	Met
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.	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

The safety and security needs of students are well met. Students receive a high level of pastoral care from all staff, from Eagle and from the sending schools. There are clear policies about tolerance and respect made known to students, as is relevant information about aspects of life in the UK and health care provision.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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	
Both the hosts inspected met all requirements. Homestays are re-inspected annually and both hosts and students receive appropriate information about what services are provided. Any homestay problems are dealt with promptly.	
<i>Accommodation: homestay only</i>	
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.	
<i>Accommodation: other</i>	
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.	
Leisure opportunities	
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.	Met
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	
There is a full leisure programme for each group drawn up in consultation with the school sending the students. A handbook for each programme is created with information about the destinations and a variety of follow-up activities. Risk assessments are in place and staff are suitably trained. Group leaders accompany excursions and thanks to this good staff to student ratios are maintained.	
Safeguarding under 18s	
Safeguarding under 18s	
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
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

At the time of the inspection there were 73 under 18s from a single school in Germany. The school has an appropriate safeguarding policy and all staff and homestay hosts receive suitable information and training. Recruitment policies are sound; criminal record checks are undertaken and there are appropriate references on file for almost all staff and homestay hosts. However, in two references there was no specific confirmation of the person's suitability to work with under 18s. Supervision both within and outside the school is very good.

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	1980
Last full inspection	2018
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1973
Ownership	Name of company: Eagle International School Ltd. Company number: 04425190
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None
Details of any additional sites not in use at the time of the inspection	None

Student profile	At inspection	In peak week: October 2023
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
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	73	73
Overall total ELT/ESOL students shown above	73	73
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	German	German
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

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	4	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 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	1	

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 principal is TEFLI and assists teachers in day-to-day duties. The part-time DoS is TEFLQ and carries out observations and helps with lesson preparation if necessary. He does not have teaching duties.

Teacher qualifications profile

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

Comments

A rationale was presented for the teacher without appropriate ELT qualifications.

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	73
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	0
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	0	73
Overall total adults + under 18s	73	