

Organisation name	Glasgow School of English
Inspection date	27–28 August 2024

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited Glasgow School of English in August 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This small private language school offers courses in general and professional English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of student administration, premises and facilities, academic staff profile, academic management, and accommodation.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Glasgow School of English was established in 1997 and is a family run school. The two directors are involved with both strategic issues and day-to-day operations. The premises in central Glasgow are shared with one other business owned by the school's directors, as well as with other unrelated companies. Since the last inspection, a new DoS (who was previously employed by the company) is in place.

The inspection took place over a day and a half, with two inspectors. They talked to the directors, the DoS, the school manager and the student administration & welfare officer. Focus group meetings were held with students and teachers. Eight of the nine teachers scheduled to teach in the week of the inspection were observed. One inspector visited two homestays remotely and the one residence in use in person.

## Address of main site/head office

180 Hope Street, Glasgow G2 2EU

## Description of sites visited/observed

The school is located in the centre of Glasgow and occupies the second floor, a mezzanine floor and part of the third floor of an office building. There is a lift. There is a reception area on the second floor, a student lounge and three classrooms. There are three classrooms on the mezzanine floor and a further three classrooms on the third floor. The teachers' room is also on the third floor. There are toilets on the second and third floors.

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 checked="" 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

The school offers general English classes of 7.5, 15 or 22.5 hours, exam preparation courses of 15 or 22.5 hours, and business English. One-to-one tuition is also offered. Students aged 16 and 17 are enrolled on adult courses.

## Management profile

The directors have overall responsibility for the running of the school. They are supported by the DoS and the school manager.

## Accommodation profile

The provider offers half-board homestay accommodation in single rooms. All homestays are organised by the provider. The school has approximately six homestays no more than a 45-minute travel time from the school. At the time of the inspection no homestays were in use.

Adult students can book, through the school, self-catering single ensuite rooms in a residence run by an external agency. At the time of the inspection four students were in the residence. The residence is approximately 30 minutes' walk from the school. Accommodation is arranged in flats of three-bedroom apartments with shared kitchens, and communal facilities including a laundry, cinema, gym, games room and gardens.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Student administration is very well managed. *Student administration* is an area 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 comfortable and professional environment for work and relaxation. A range of appropriate and regularly updated learning resources is available. *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 which is wholly appropriate to the context. Teachers receive excellent guidance and support. For the most part, courses are well structured to benefit students. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Academic management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with appropriate pastoral care and a respectful, tolerant environment. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is very well managed. The leisure programme is designed to meet the needs of the students. *Accommodation* is an area 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 school; and in the leisure activities and accommodation provided. There is a comprehensive safeguarding policy, and staff are trained to implement it.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

<b>Strategic and quality management</b>	<b>Met</b>
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.	Strength
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

M2 Objectives for the future are clear and very well laid out with timescales, review points and responsibilities stated. Plans for the future of the organisation are sensible and take into consideration trends in the market and knowledge of the school's and city's standing.

<b>Staff management and development</b>	<b>Met</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met

M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
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
<b>Comments</b>	
M13 All staff benefit from robust professional development opportunities, including funded external training and courses for all staff.	

<b>Student administration</b>	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength
<b>Comments</b>	

M14 Staff are experienced, knowledgeable and helpful. Student feedback on customer service is extremely positive.

M15 Administrative staff within the school have excellent knowledge of and experience in the industry and are able to provide students with all the information and advice on course choices they require.

M16 Student enrolment is carried out with precision. An excellent in-house customer relationship management system ensures that all records are always complete and up to date.

M20 Procedures for making a complaint are clear, written in accessible language and available to students in various places including handbooks, the website and displays within the school.

<b>Publicity</b>	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	Strength
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
<b>Comments</b>	

The website is the main medium of publicity. This is supplemented by digital price lists and various social media platforms.

M25 Information on the care and support given to students under 18 is very detailed and accurate.

## 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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

### Comments

P2 The premises create a very good impression. They are spacious, recently decorated, spotlessly clean and provide a very comfortable environment for staff and students.

P3 Classrooms are spacious, airy and attractively decorated. Furniture is very suitable and allows easy movement around the classrooms for monitoring purposes or for activities which involve alternative seating arrangements.

P5 Signage throughout the school is very clear and in abundance, as well as being aesthetically designed to fit in with the decoration of the school.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	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

P8 Teachers have access to a wide range of well-organised supplementary materials, including photocopiable materials, skills & culture books and methodology textbooks.

## Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

### Comments

The academic staff team has a professional profile (qualifications and experience) that is very appropriate to the school's context. The teaching team includes a good level of TEFLQ teachers and a wide range of experience within the school and the industry as a whole. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
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.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

#### Comments

T5 The school has good arrangements for covering classes and ensuring the continuity of classroom work. Cover for cover is also available with the DoS, school manager and bank teachers all able to teach as required.

T8 The teachers benefit from day-to-day support by a very experienced academic manager. Teachers greatly appreciate the support and time made available to them on a daily basis.

T10 Teachers have excellent professional development opportunities within the school. They benefit from an interesting and varied in-house programme as well as external training opportunities, which are often funded by the school.

#### Course design and implementation

	Met
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.	Not met
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.	Met
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 Although the morning General English courses are well structured, the afternoon classes, which have a skills focus, lack that structure and weekly schemes of work, and learning objectives are wholly left to the teacher to decide.

#### 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.	Met

#### Comments

All criteria in this section are fully met.

#### Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	General English, Exam preparation course

#### Comments

Eight out of nine of the teachers scheduled to teach the week of the inspection were observed. All the lessons were face to face.

<b>Teaching: classroom observation</b>	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.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

#### Comments

T19 Teachers produced accurate models, including for pronunciation of individual words but no modelling of words in connected speech was observed. In most cases, they also gave clear explanations and relevant examples which were appropriate to the level. Teachers dealt appropriately with student questions about language.

T20 Lesson plans were complete and included student profiles. Lessons included appropriate activities leading to engaging and communicative exchanges. Lesson content was appropriate to the course and student profile.

T21 Appropriate learning outcomes were expressed in lesson plans and shared with students.

T22 A wide range of teaching techniques was observed, including concept checking, elicitation and questioning, nomination, instruction-giving and checking understanding of tasks. Also, choral and individual drilling of pronunciation of individual words and imaginative use of roleplay were present in lessons.

T23 Teachers displayed competent use of coursebooks, educational technology, supplementary materials and the whiteboard. Reorganising of seating arrangements was used effectively to change partners and groups.

T24 A range of correction techniques was used including, on the spot, peer and delayed correction. Also, feedback was planned in the majority of lessons. Teachers monitored student interactions unobtrusively. Some lessons lacked positive feedback on student performance and occasionally error correction opportunities were missed.

T25 Restricted and freer activities were planned to assess whether learning was taking place in all lessons. In some lessons, students were asked to say what they had learned.

T26 Teachers built rapport with learners by being warm and encouraging. Lessons were well paced and involved a good balance of interactions. Student talking time was maximised.

#### Welfare and student services

<b>Care of students</b>	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

#### Comments

W2 A very good level of pastoral care is provided to students. The welfare team clearly take this aspect of the school's provision very seriously. Teachers and hosts are encouraged to be aware of students' needs. Students in the focus group were very appreciative of staff who dealt with their personal issues.

W3 Tolerance and respect for others are actively promoted through handbooks, at induction and via attractively designed posters that make clear that bullying or abuse will result in sanctions. The inspectors noted that the staff modelled kind and courteous behaviour.

<b>Accommodation</b> (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
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.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### **Comments**

W7 Both types of accommodation visited provided a very good standard of accommodation. The homestay hosts have comfortable homes and were experienced, well informed and very aware of the needs of their students. The residence is newly refurbished: all areas are light, spacious and nicely decorated. The residence offers very good facilities.

W9 Both homestays and residences are visited at least annually to ensure the appropriate checks are completed and standards are maintained. Inspections are rigorous. A central database gives comprehensive information on all hosts including feedback and when checks are due.

W10 Students receive comprehensive information about their residential or homestay accommodation. This includes a practical guide to the local area and amenities, detailed, individual advice about travel to and from school and a profile of the host. Students also receive useful information on what to expect from either residential or homestay accommodation.

W12 The host handbook and host agreement give clear, extensive information on all practical, legal and cultural aspects of hosting. These documents are reviewed regularly. Hosts spoken to commented favourably on the practical support and frequent communication the school offers.

<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 area 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**

All relevant criteria in this area are fully met.

<b>Leisure opportunities</b>	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.	Strength



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

#### Comments

W20 The leisure programme offers students a good range of visits and excursions that enhance students' appreciation of the local and wider area. Full consideration is given in the planning to both long-stay students and the likelihood of poor weather. It was evident from the student focus group and from feedback seen that the leisure programme is very popular.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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
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

The school enrolls 16 and 17 year-olds on adult courses. At the time of the inspection there were no students under 18. While numbers can vary week by week the provider estimates fewer than 10 students even in peak periods. S4 While safer recruitment procedures are generally adhered to, one teacher only had one reference and another had none. This was rectified during the inspection and is no longer a point to be addressed.

### 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	June 2003
Last full inspection	March 2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Translation company
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	30 July 1998
Ownership	Name of company: Global Connections (Scotland) Ltd Company number: SC188088
Other accreditation/inspection	N/a
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
<b>ELT/ESOL students (eligible courses)</b>	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	34	51
Full-time ELT (15+ hours per week) aged 16–17 years	0	9
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	5	3
Part-time ELT aged 16–17 years	0	1
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>39</b>	<b>64</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–63	16–54
Adult programmes: typical length of stay	13 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian
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	9	9
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	



**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	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1

**Comments**

The academic manager is not usually scheduled to teach and was not teaching during the week of the inspection.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	4
TEFLI qualification	5
A TEFL 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	9

**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	0	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	4	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	0	0
Staying in privately rented rooms/flats	35	0
Overall totals adults/under 18s	39	0
Overall total adults + under 18s	39	