

Organisation name	International Colleagues School of English, Norwich
Inspection date	7–8 August 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 accreditation with a spot check in the first 18 months.

Summary statement

The British Council inspected and accredited International Colleagues School, Norwich 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 www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of premises and facilities, teaching and leisure opportunities.

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

Introduction

International Colleagues School of English (ICS), Norwich was founded in 1978 and is one of the oldest language schools in Norwich. It was bought by the current owner in 2019. The school now also offers foreign language courses and proofreading, editing and academic coaching services.

The inspection took place over one and a half days with two inspectors. During this time the inspectors met, together or separately: the administrative director/owner, the director of studies (DoS) and the manager of the Charing Cross Centre (CXC).

Inspectors observed the teaching of the two teachers who were timetabled during the inspection. Meetings were held with the teachers and with the students.

Address of main site/head office

17–19 St John Maddermarket, Norwich NR2 1DN

Description of sites visited/observed

ICS is located in a two-storey building close to the centre of Norwich which is owned by the CXC Trust. ICS shares space in the centre with a number of local charities mostly providing health, well-being, counselling and mediation services. At the time of the inspection, ICS had use of three large rooms, one as an office and two as classrooms, and communal areas. These include a large seating area for student relaxation and toilets and a kitchenette on both floors. If required, other rooms are available. There is a lift between the floors. The centre is a sympathetically restored and renovated old building.

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

Courses offered include 15, 18 or 21 hours of group teaching with optional one-to-one hours of tuition.

Management profile

The administrative director/owner of the school line manages the DoS who, in turn, supervises the teachers.

Accommodation profile

Homestay accommodation is arranged and managed by the school. All homes are within walking distance or a short bus ride from the school. The school also offers the possibility of staying in a two-bedroom flat.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of students, and in accordance with the provider's stated goals and values. Publicity required some attention but is generally satisfactory.

Premises and resources

The provision meets the section standard and exceeds it in some respects. 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 needs of the students. Guidance on the use of these resources is provided for staff and students. *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 satisfactory professional profile appropriate to the context. Teachers receive 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 met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of students for security and information. Students benefit from well-managed student services; pastoral care, accommodation and out-of-class activities are delivered to a high standard. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. Action needs to be taken to ensure all staff safeguarding training and suitability checks are at an appropriate level and up to date. However, overall, there is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

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.	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 The school has detailed plans to expand its activities. These are clearly expressed with a realistic time frame and comprehensive measures to monitor progress during implementation.

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 ensures that these are up to date.	Not 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.	Not 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.	Met
Comments	
M9 Job descriptions are generally adequate, but in some cases there is no evidence of review and safeguarding responsibilities of staff members are not indicated. This was corrected during the inspection and is no longer a point to be addressed.	
M12 The teachers and administrative director are not appraised.	
Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 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.	Met
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.	Not 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 Staff were seen to be helpful and courteous to students who confirmed that levels of customer service were very good.	
M19 Staff and students are not currently made aware of conditions and procedures under which a student may be asked to leave the course.	
Publicity	
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.	Not 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.	Not 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.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	N/a
Comments	
The website is the principal form of publicity. There is also a brochure which can be downloaded from the website and social media channels are also used.	
M21 A number of unsourced claims are made about Norwich and the facilities within the city. Sources were provided during the inspection, and this is no longer a point to be addressed.	
M24 Most costs are given but not those for travel to Norwich or for the leisure programme. This was remedied during the inspection and is no longer a point to be addressed.	
M26 There was confusion about what accommodation is organised by the school and what is recommended. This was clarified during the inspection and is no longer a point to be addressed.	

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.	Strength
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.	Met
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

P1 Front door access is monitored by the CXC manager using CCTV. He is on site from 8.00 to 15.00. When he leaves a security guard takes over surveillance until the centre closes at around 21.00. Risk assessments are in place and adapted to the school's context. Fire drills are carried out regularly. Visitors are given appropriate information on arrival.

P3 Classrooms are quiet, well lit, spacious and are flexibly furnished. They have excellent teaching and learning technology.

P4 In addition to the comfortable communal seating area, students make use of the two kitchenettes; in one free tea, coffee and biscuits are provided while they can use a microwave in the other.

Learning resources	Met
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 area are fully met.

Teaching and learning

Academic staff profile	Met
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 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.	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.	Met
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

T5 Ample cover is available from the DoS and the third school director who is a very experienced EFL teacher.
T8 In addition to formal observations, drop-ins take place; these also help develop teachers and inform CPD.
Teachers reported that they were very well supported.

Course design and implementation

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.	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

All the criteria in this area are fully met.

Learner management

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.	Strength
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

T17 Very full independent learning plans are developed for all students. In the case of one student with a particular learning need, the school had clearly provided special equipment to support the student and made available slides for the student to use on her own tablet.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Both general English classes.

Comments

None.

Teaching: classroom observation

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.	Area of strength Strength
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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.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
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 provided clear and accurate models, often with indication of parts of speech and phonological features. Explanations of grammar were consistently good with relevant examples. Teacher language was well graded to the level of the students.

T20 Lesson plans included activities relevant to student needs and backgrounds based on student profiles.

T21 Learning outcomes were on the whiteboard. Potential difficulties were anticipated and solutions provided for them. Plans included a review at the end of each lesson to evaluate objectives and outcomes with students.

T22 There was confident use of a wide range of techniques. Instructions were clear and their comprehension was checked. Gesture, mime and other body language was good in this and in other contexts. There was good use of nomination, elicitation and prompting and some work on pronunciation. The development of emergent language was assisted by excellent scaffolding. Teachers were particularly good at encouraging student speaking and at minimising their own.

T23 Traditional whiteboards were well zoned and the use of educational technology was competent and confident. Some presentation slides were downloaded in advance to support one student with specific needs. There was pair and group work and good use was made of the spacious classrooms with frequent movement.

T24 Feedback stages were incorporated into lesson plans. There was evidence of both immediate and delayed feedback and students were able to give feedback on the lesson. Error correction was light touch and sensitive.

T25 Lessons were well staged. Evaluation of learning was mostly through controlled practice.

T26 Teachers' voice projection was good and delivery was confident. Students were appropriately challenged. They responded actively and enthusiastically and were consistently engaged. Rapport was very good between students and teachers.

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.	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

W1 There is a plan to respond to any critical incident within the building with posters to remind students of what to do if there is a fire or an intruder. However, at the start of the inspection, although risk assessments had been drawn up for activities and venues there was no overall plan for when students are off site. This was added during the inspection and is no longer a point to be addressed.

W2 The standard of pastoral care is very high. All members of staff know the individual students well. There are photographs of members of staff and their responsibilities on noticeboards; students reported that they know who to go to for help or support. Support is provided for students arranging their own accommodation.

W3 The ethos of the school informs policies and guidance to promote tolerance, respect and inclusion. There is evidence that measures are taken to help students with diverse needs.

Accommodation (W7–W18 as applicable)	Met
<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.	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.	Strength
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

W7 The homes sampled are of a high standard. Students spoke highly of the friendliness of the hosts and the care and attention they receive.
W11 Great care is taken to ensure that students are happy in their accommodation and there are robust procedures for identifying and resolving any problems there might be.

<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.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities	Area of strength
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.	Strength
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.	Strength
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.	Met

Comments

W19 The students have 'buddies' who spend time with them in small groups four afternoons a week. They give information about life and leisure opportunities in Norwich, introduce them to some of the events and activities and accompany them on visits. They see their main role as providing additional opportunities for students to use their English in a relaxed context.

W20 The content of the afternoons with the 'buddies' is adapted to the interests of the students. Weekend trips are organised to places of interest outside Norwich accompanied by staff members and buddies.

W21 The programme is well organised and resourced. The students particularly appreciate the attention they receive from the buddies and the opportunities to practise their English.

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.	Not 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 accepts students in adult classes aged 16–17. There were no students aged under 18 at the time of the inspection.

S1 The safeguarding policy is appropriate overall; however, see S4.

S2 There is a named Designated Safeguarding Lead (DSL) and a Deputy (DDSL). All members of staff have undertaken a safeguarding awareness course. The DDSL has an advanced certificate. However, the DSL does not have a level of training suitable for the role; the school was under the misapprehension that the qualification held by the DSL was appropriate. Evidence was subsequently provided that both had successfully completed a course leading to specialist status so this is no longer a point to be addressed.

S4 The recruitment policies and procedures are appropriate and rigorously implemented. However, at the start of the inspection the need for a security check to be completed before deployment with under 18s was not specified in sufficient detail. This was rectified during the inspection and is no longer a point to be addressed. The safeguarding checks of both teachers were more than three years old. Although there were no students aged under 18 at the time of the inspection, the school is aware that up-to-date checks need to be completed as soon as possible for all staff.

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	August 2024
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Foreign language courses and editing and proofreading services.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1978
Ownership	Name of company: English@ICS Limited trading under the name of International Colleagues School of English Company number: 0468 3625
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	September
Full-time ELT (15+ hours per week) 18 years and over	6	7
Full-time ELT (15+ hours per week) aged 16–17 years	0	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	6	9
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–60	20–60
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Italian and Spanish	Italian and Spanish
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	5
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
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	
None.	

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	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	6	0
Overall total adults + under 18s	6	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently provided.