BRITISH COUNCIL

Inspection report

Organisation name	Language UK, Canterbury
Inspection date	2–3 November 2021

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 weaknesses in W26, S3 and S4 have been addressed.

Summary statement
The British Council inspected and accredited Language UK Canterbury in November 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details). This private language school offers courses in general English for adults (18+) and young people (16+), and for closed groups of under 18s and vacation courses for under 18s. Strengths were noted in the areas of strategic and quality management, premises and facilities, and academic management The inspection report stated that the organisation met the standards of the Scheme.

Introduction

In 2019 the original Language UK school based in Broadstairs was purchased by two new shareholders and moved to Canterbury. The original owner and many of the existing staff also moved across to the new school premises. The original owner continues to work at the school as the head of marketing.

The school welcomed adults and under 18s in 2019 and was in the process of implementing a new customer and database system and expanding its online materials when the pandemic struck. From March 2020 the school operated online only and as things improved in September 2020 some students started attending face-to-face classes. The original director of studies (DoS) left the organisation in the summer of 2021 for family reasons and the ADoS was promoted to the DoS position.

The inspection took the equivalent of one day and a half day. Due to the global pandemic the inspection was conducted remotely.

Meetings were held with the principal, the operations manager who is also the head of safeguarding and the head of marketing. Academic matters were discussed with the DoS and the academic consultant who works part time. Accommodation provision was discussed with the accommodation officer. Meetings were also held with a group of students and with the teachers. All teachers timetabled during the inspection period were observed by both inspectors. One inspector spoke to two homestay hosts and had a live virtual tour of two homestays and the residence currently used by the school. A live virtual tour of the premises was also conducted.

Address of main site/head office

9 St George's Place, Canterbury, Kent CT1 1UT

Description of sites visited/observed

The school occupies a modern three-storey building and has its own car park for staff. There is a bus stop immediately outside the school and it is a four-minute walk to the town centre. Access to the school is controlled by a buzzer and automatic doors which are controlled by the attended reception. On the ground floor the entrance lobby gives access to a reception counter, a seating area and a corridor to classrooms, offices, and toilet facilities. There are also two separate toilets for disabled users; one at either end of the building. The studios used for online teaching are on the ground floor along with a couple of classrooms, a multifaith prayer room, the canteen servery and a large multi-purpose conference room. There is separate access to the enclosed garden with patio areas, a games area and a vegetable patch. A separate door gives access for staff to the car park.

There are additional classrooms on the second and third floors, eight in total. Toilet facilities are available throughout and the third floor is home to the board room and staff offices. Throughout the building there are neat and colourful noticeboards for the display of information for student welfare, the social programme and group leaders.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☒	☒	☐
General ELT for juniors (under 18)	☐	☐	☒	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

General English courses for adults (18+) and young people (16+) are offered year round. A number of afternoon options are also offered including IELTS. Online one-to-one are available for under 18s and adults as well in company classes. Junior vacation courses and closed group junior courses for students aged 12–16 years are offered during the year but have not run since 2019. The popular family courses have also not run since 2019 but bookings for 2022 have been received.

Management profile

The school is managed by the principal, assisted by the operations manager, finance and HR manager, the head of marketing and a part-time academic consultant. The DoS manages the teachers and is responsible for all aspects of teaching and learning. The accommodation officer reports to the operations manager who is also the head of safeguarding.

Accommodation profile

The provider offers self-catering rooms in its own residence adjacent to the school. This comprises two adjoining houses, each converted into residential accommodation. There are single and twin rooms, predominantly en-suite, although in some cases two single rooms share bathroom facilities. There is a fully equipped kitchen in each house, and a washer-dryer. Homestay accommodation is also offered.

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 and values, and their publicity. Communication and feedback systems work very efficiently. Student administration is generally effective and aspects of publicity are very good. *Strategic and quality management* 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, pleasant 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 students and staff where needed. *Premises and facilities* is an area of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive very good support, and the courses are managed to provide the maximum benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services
The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including suitable accommodation and out-of-class activities, although a system is needed to ensure that risk assessments for activities can be tailored and reviewed.

Safeguarding under 18s
The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. There are small areas for attention relating to parental consent forms and the collection of references.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

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

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M4 Both formal and informal channels of communication are very good within and across departments as evidenced by feedback from teachers, those involved in accommodation and minuted meetings. Communication is not reliant on one format.
M5 Clear systems are in place including initial and end-of-course feedback, as well as the monitoring of new e-learning programmes. Evidence is collated and used to improve performance.
M6 Staff feedback systems are good and include, for example, a health and well-being survey as well as feedback via various meetings.
M7 A dynamic and thorough self-evaluation document is regularly updated and proving effective. For example, there are electronic systems to monitor online teaching, track students' learning and maintain electronic records.

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

All criteria in this area are fully met.

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.	Not 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.	Strength

Comments

M18 Student records hold the majority of information required but the forms used do not include information about whether the emergency contact speaks English.
M21 Complaint procedures are very clear and information is available in different formats. Records showed that all feedback was valued and actioned appropriately.

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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
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.	Not 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.	Met
Comments	

The main source of publicity is the website which includes a dedicated section for agents. A number of social media channels are used and newsletters and surveys are shared with agents.
M22 The website is very attractive and easy to navigate with illustrative photographs that are fully representative of the student experience.
M23 Descriptions of the services available are very clear and quick fact check boxes make it easy to identify key information.
M26 Some information about curfew times and travel information can be found in different documents available from the website but there is insufficient, easy-to-find information about the level of care for 16 and 17-year-old students on adult courses and for under 18s attending junior courses.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
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.	Strength
Comments	

P1 The premises are very good including, for example, a large multipurpose hall that can be used for teaching, workshops or social activities, and a conference room. The outdoor spaces are equally versatile and attractively arranged.
P3 Several different student social areas are available and there is a canteen servery in the main building. Adjacent to the school is the café where meals are prepared.
P6 Provision is very good and includes lockers for storage, multiple spaces for staff to prepare lessons, relax and eat food.

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.	Strength
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	

P9 Provision for online lessons is very good. There are two studios with specialist equipment, sound insulation, lighting and technical support.

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	

T1 Two teachers do not hold Level 6 qualifications but the rationales submitted were accepted in the context of this inspection.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	

T5 Teacher deployment is very well handled with careful matching of teachers to the class timetable which runs across day-time, evening and weekend lessons.
T9 Teacher support is comprehensive. It includes personalised scheduled one-to-one calls and virtual coffee morning meetings and peer observations. Feedback from teachers in the focus group was very positive.
T10 Observations have been carried out successfully during the pandemic and teachers reported being well supported.

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	
All criteria in this area are fully met.	

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.	Met
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.	Met
Comments	
All criteria in this area are fully met.	

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All
Comments	
Classes run seven days per week and 12 teachers were working in the week of the inspection but only seven were working at the time of the inspection.	

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.	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.	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.	Strength
Comments	
T23 Teachers mostly produced accurate models of spoken English and demonstrated some good awareness of aspects of pronunciation. T24 Almost all lesson plans contained detailed student profiles and took into account learner needs. Timings were generally realistic and in some segments there was evidence of differentiated tasks to accommodate students' varying levels of English. T25 There was a clear link between activities and aims. Learning objectives were sometimes shared with students. T26 There was some competent and consistent use of teaching techniques including elicitation, nomination and prompting. The meaning of new language was checked with concept questions in most segments. T27 Classroom management was generally sound and resources such as handouts, video and audio were appropriately managed. There was some effective use of the board facilities.	

T28 Teachers monitored students' language during activities and there was evidence of some constructive correction and feedback. In stronger segments a wider range of techniques including helpful prompts enabled self and peer correction.

T29 Almost all lesson plans had clear checking stages included to evaluate whether learning was taking place.

T30 There was a positive learning environment in all lessons and some very good use of personalisation. Teachers demonstrated a good balance of student to student talking time and teacher to student talking time. Instructions were clear and checked.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria with the majority of lesson segments observed being satisfactory. Knowledge of the linguistic systems of English was generally sound. Lesson content was relevant to student needs and classroom techniques were varied and appropriate. Helpful feedback was generally provided to students, and there were opportunities to evaluate learning. The classroom atmosphere was positive and provided a good learning environment. Students were fully engaged.

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	
All criteria in this area are fully met.	

Accommodation (W9–W22 as applicable)	Met
All accommodation	
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	
All criteria in this area are fully met.	

Accommodation: homestay only	

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

W17 Normal systems ensure that this criterion can be met. However, many of the school's homestay hosts are still regaining confidence after the pandemic; they are still in short supply. As a result, the provider currently may need to offer the same host to more than one student with the same language. However, the placement only goes ahead with the agreement of both students, and the situation is made clear in publicity and booking information.

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met

Comments

W22 The website specifically recommends several private accommodation providers but the school does not monitor them.

Leisure opportunities	Met
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Good information is provided about relevant events and activities, and the school offers advice and assistance with bookings. Students in the focus group voiced their appreciation of this help.
W24 Staff keep in very close contact with students, and ask them about their interests and requests, so the programme strongly reflects the interests of the student body.
W26 Currently, student numbers are very small and the programme is correspondingly limited. Although there is a very large number of risk assessments, designed to address every eventuality, there is no system for tailoring these to each event or excursion, and no process for review.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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 inspection, one 17 year-old was enrolled. The provider accepts 16 and 17 year-olds on adult courses, and juniors in groups and on summer vacation programmes.

S3 Parental consent forms do not include sufficient information or examples of the level of supervision and care for young people on adult courses. The same form is in use for junior group and individual participants, which may be misleading.

S4 The school's reference request form includes a question about suitability to work with under 18s; however not all references were submitted using this form. Two references were not seen for all hosts during the inspection.

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	2009
Last full inspection	March 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	November 2017
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	12 March 2007
Ownership	Name of company: Language UK Ltd. Company number: 06150934
Other accreditation/inspection	BAC

Premises profile

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

Student profile	At inspection	In peak week: April (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	7	7
Full-time ELT (15+ hours per week) aged 16–17 years	1	1
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	32	114
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	1	65
Overall total ELT/ESOL students shown above	**41**	**187**
Junior programmes: advertised minimum age	6 (apart from Family Programmes)	6
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Spanish, Russian	Italian, Spanish, Russian
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	4 weeks and over	4 weeks and over
Adult programmes: predominant nationalities	Qatari, Kuwaiti, Italian, Spanish, Turkish, Russian	Qatari, Kuwaiti, Italian, Spanish, Turkish, Russian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	18
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	10	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	2	

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	0
Total	1
Comments	
The DoS had no scheduled teaching hours at the time of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	12

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
Arranged by provider/agency		
Homestay	2	1
Private home	0	0
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
Arranged by student/family/guardian		
Staying with own family	34	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	40	1
Overall total adults + under 18s	41	