

Organisation name	Oxford Intensive School of English, Oxford
Inspection date	24–25 July 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>
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The British Council inspected and accredited the Oxford Intensive School of English, Oxford in July 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general, academic and professional English for adults (18+) and young people (16+) in school premises.

Strengths were noted in the areas of course design and learner management.

The inspection report noted a need for improvement in the area of publicity.

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

## Introduction

OISE Oxford moved to its current location, the building that formerly housed Regent Oxford, in 2023. It is one of five year-round schools which are part of the Instill Education Group. The school has been led by the current principal since 2020. The academic lead took up her post in 2023.

Two inspectors carried out the inspection over two and a half days. They interviewed the principal, the academic lead, the academic consultant and the administrator. They held focus group meetings with two groups of students and a group of teachers. All but one teacher timetabled to teach during the inspection were observed. One inspector visited remotely three homestays and both inspectors stayed in the residential accommodation.

## Address of main site/head office

90 Banbury Road, Oxford OX2 6JT

## Description of sites visited/observed

OISE Oxford is situated around a mile to the north of the city centre in a detached nineteenth-century house. The building is laid out over four floors. On the ground floor is an entrance hall, a library, an administration office, one room for teachers, one classroom and a room for student plenaries. There is also a lounge and conservatory with seating and facilities for hot and cold drinks and snacks. On the first floor there are five classrooms, a communal area for student use and female toilets. The second floor has six classrooms and a male toilet. There are additional toilets on the ground floor, and between the first and second floors. There is a garden to the rear of the building with covered and open seating areas with tables. Wi-Fi is available throughout the 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 checked="" type="checkbox"/>	<input checked="" 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

All types of course are taught in small groups, of four or eight students, or one-to-one. Courses are intensive and related to the students' needs. The majority of courses at the time of the inspection were examination preparation for groups of French students aiming to pass an examination which would enable them to enter one of the prestigious universities in France.

## Management profile

The principal, who reports to the owner, heads a team of two academic managers and an administrator.

## Accommodation profile

The school offers homestay accommodation. During the summer, it also offers ensuite accommodation in an Oxford University college for students aged 18 plus. Both homestay and residential accommodation is arranged on a half-board basis.

## Summary of inspection findings

### Management

The provision meets the section standard. The strategic and quality management in the school is informed by a clear vision and goals. Staff management and development is of a good standard and the school has commendable quality assurance systems. Student administration operates effectively. There were a number of problems with publicity. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard. The premises and the school grounds provide a pleasant general environment. The classrooms are well dimensioned and appropriately furnished and equipped. Learning resources, in terms of facilities, equipment and materials, are of a good standard. Premises, facilities and learning resources all support the studies of students and provide a professional environment for staff.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are suitably qualified and experienced and well supported by their academic managers and administrators. The approach to course design is particularly sound and courses are well organised, resourced, and reviewed. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care and information are met. The leisure programme is limited but satisfactorily managed. Students benefit from well-managed student services and very suitable accommodation.

### 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 organisation, in the homestay accommodation and in any leisure activities offered.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
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.	Not met

### Comments

M5 There are extremely comprehensive first impressions and end-of-course questionnaires. If action is necessary to address comments made, this is taken promptly by the relevant managers and is recorded on the questionnaire.  
M7 Self evaluations seen were lacking in detail.

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.	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
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**Comments**

M12 Teachers, though observed, are not appraised. Administrative staff are appraised but the principal had not been appraised by his line manager within the Instill company for 16 years.

<b>Student administration</b>	Met
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M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
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M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
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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
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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
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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
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M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
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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
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**Comments**

M16 Met but the terms and conditions are not easily accessible.

M20 The complaints policy and procedures are detailed and comprehensive; English UK is given as the ultimate destination for any unresolved complaints.

<b>Publicity</b>	Need for improvement
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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
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M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
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M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
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M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
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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.	Not met
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M26 Publicity gives an accurate description of any accommodation offered.	Not met
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M27 Descriptions of staff qualifications are accurate.	N/a
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M28 Claims to accreditation are in line with Scheme requirements.	Met
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**Comments**

In addition to the English language website and brochure, there are separate websites in French, German, Spanish and Italian. Prospective students principally obtain information through these.

M21 It is not clear where courses take place; no information is given about the school premises; and the extent of the leisure activities organised for students is over stated.

M22 The English used on the website is accurate but not accessible.

M24 There is no information on 'cultural programme' costs or course-related examination fees.

M25 There is no mention of the level of care and support given to students aged under 18.

M26 Insufficient detail about accommodation is provided.

**Premises and resources**

<b>Premises and facilities</b>	Met
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P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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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.	Met
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

P4 There are excellent facilities and ample space for students to relax, indoors and out. Free tea, coffee, fruit, snacks and, on two days a week, lunches are provided.

#### Learning resources

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 the 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 clearly appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

#### Academic management

Met

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

Met

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.

Met

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

N/a

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.

Not 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
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#### Comments

T9 Although the performance of the teachers preparing students for the French exam is monitored by a TEFLI-qualified manager, the teachers are not observed by a TEFLQ academic manager.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

#### Comments

T11 Examination preparation courses are designed with a very detailed knowledge of the exams they are preparing students to take. The other courses are also very closely aligned with students' needs; following an initial needs analysis, there are ongoing negotiations with students about the syllabus.

T13 This is a constant and ongoing process; students reported that they were impressed by the way teachers fine-tuned their courses to meet their needs.

Learner management	Area of strength
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.	Strength

#### Comments

T17 The negotiated syllabus and well-informed examination preparation courses are central in identifying needs and supporting students.

T18 Examination preparation constitutes more than half of the courses taught in the school. It is ably achieved with well-designed courses and experienced teachers.

#### Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	all

#### Comments

Four teachers were teaching general English classes (including preparation for IELTS) and six were teaching classes to prepare students for the French exam.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Not met

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.	Met
<b>Comments</b>	
T19 Teachers provided good models, of lexis, grammar and phonology. Their explanations were clear and examples were clear and appropriate to students' needs. On occasion, however, language was not satisfactorily graded.	
T20 In examination preparation classes as in more general classes, the teaching was very focused on student needs.	
T21 In most cases, purposes and outcomes were made clear to students, often through the use of can-do statements. Teaching was directed towards achieving these aims.	
T22 Prompts were used well to elicit responses and to challenge and there was an occasional focus on pronunciation. In a number of instances, however, teachers talked too much and gave little room for student activation and participation.	
T23 Authentic materials and video were used well, as were the interactive whiteboards. Use of traditional whiteboards was sometimes ad hoc and disorganised and they were at times difficult to read.	
T24 When there was student production, the ongoing feedback was generally excellent.	
T25 Reviews and other tasks together with test activities enabled evaluation of progress being made.	
T26 Students were constantly engaged. The atmosphere in all classes was positive but not always inclusive.	

## 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.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W2 The pastoral care given to all students is of a high standard. Students know who to go to if they have a problem and they commented on the individual attention they receive.	
<b>Accommodation</b> (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
<b>Comments</b>	
W7 The provision in homestays and in the residential accommodation is of a good standard. All the requirements are well met and student feedback is consistently positive.	
W11 There are very effective measures to gather feedback in a timely manner from students about their accommodation so that any problems can be quickly resolved. Feedback is collated and positive comments are conveyed to individual hosts.	
<b>Accommodation: homestay only</b>	
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
<b>Comments</b>	
All criteria in this area are fully met.	
<b>Accommodation: other</b>	
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
<b>Comments</b>	
The criterion applicable in this area is fully met.	
<b>Leisure opportunities</b>	
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.	Met
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.	Met
<b>Comments</b>	
All criteria in this area are fully met.	
<b>Safeguarding under 18s</b>	
<b>Safeguarding under 18s</b>	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met



S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

At the time of the inspection there were three students aged 16 and 17 studying on adult courses. Outside the summer there are very few, and often no, under-18s in the school.

S7 Great care is taken to place students in homestays which are suitable for young adults.

#### 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	March 2012
Last full inspection	March 2019
Subsequent checks/visits (if applicable)	August 2019
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Basil Paterson, Regent London, OISE Cambridge, OISE at Newbury Hall, Pilgrims Young Learners, OISE Young Learners
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1973
Ownership	Name of company: Instill Education Company number: 01293463
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</b> (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	14	40

Full-time ELT (15+ hours per week) aged 16–17 years	3	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>17</b>	<b>40</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–22	25–40
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	French	French
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

<b>Staff profile</b>	<b>At inspection</b>	<b>Estimate at peak</b>
Total number of teachers on eligible ELT courses	11	13
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	1	

#### **Academic manager qualifications profile**

<b>Profile at inspection</b>	
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	1
<b>Total</b>	<b>2</b>
<b>Comments</b>	
None.	

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	7
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)	3
Alternative professional profile	1
<b>Total</b>	<b>11</b>
<b>Comments</b>	
None.	

#### **Accommodation profile**

<b>Number of students in each at the time of inspection (all students on eligible courses)</b>		
Types of accommodation	Adults	Under 18s

<i>Arranged by provider/agency</i>		
Homestay	14	3
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	14	3
Overall total adults + under 18s	17	