

Organisation name	Our World English Schools, Tonbridge
Inspection date	18–19 July 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 continued accreditation.

Summary statement
<p>The British Council inspected and accredited Our World English Schools 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 for details).</p> <p>This private language school offers residential vacation courses in general English for under 18s.</p> <p>Strengths were noted in the areas of premises and facilities, learning resources, course design, care of students, accommodation, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Founded in 1989, Our World English Schools (OWES) runs vacation courses for under 18s during July and August. In May 2019 the organisation was acquired by Full Circle Education Ltd which also owns another accredited language school in Cambridge and an independent school in Cumbria. In 2024 the summer school was relocated into a new premises, Tonbridge School in Kent.

The inspection took place over two days with two inspectors. Meetings were held with the general manager, the operations and HR manager (also academic director), the centre manager, the assistant centre manager, activity leaders and four group leaders. Two focus group meetings were held, one with staff and the other with students, and one inspector visited the student residences. All of the staff teaching during the inspection were observed.

Address of head office

St Bees School, Wood Lane, St Bees, Cumbria CA27 ODS

Description of sites visited/observed

The summer school is located in Tonbridge School (High Street, Tonbridge TN9 1JP), an independent school founded in 1553 in the centre of Tonbridge, Kent. The buildings of the school have historic architectural significance, including a chapel and a theatre and are set in extensive grounds that house a range of sports facilities, a swimming pool and residential accommodation.

The organisation has the use of several classrooms located near each other on the first floor of the main building. Four of these rooms are classrooms and others are used to accommodate management, teaching and activity staff during the course. The staircase to the classrooms is just off the main school visitor reception area which is staffed by members of the host school. The summer school also has access to the wide range of sporting and specialist facilities offered by the host school, including the dining room which is a short walk from the classrooms through the grounds of the campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

The organisation offers general English courses for students aged 8–17 in July and August. Courses offered are English plus Performing Arts, Future Leaders plus English and English plus Sport and Activity, the latter of which was running at the time of the inspection. This course combines morning classes in English with a variety of language-based afternoon activities and sports. In addition, the organisation offers a course for Young Global Leaders that is not part of the accredited portfolio but which may be considered in future as an applied English offer.

Management profile

The organisation has a general manager based at head office. She line manages the operations and HR manager who is based at head office throughout the year but on-site during July and August. At the time of inspection, the operations and HR manager was also acting as director of studies for the duration of the summer school and was based at Tonbridge school. He lines manages the centre manager and the teachers. The centre manager manages the assistant centre manager and the activity leaders.

Accommodation profile

On-site full-board residential accommodation is provided to all students with separate houses for boys and girls. Rooms are mostly singles, with some doubles and triples and shared bathroom facilities. Both boarding houses have a comfortably furnished common room for relaxation with games, TVs and activities. Students can also use outdoor seating areas. A laundry service is provided.

Summary of inspection findings

Management

The provision meets the section standard. In general, the management of the provision operates to the benefit of students and communication systems are good. The organisation has clear goals and objectives but there are weaknesses in planning and review systems. Students receive good information prior to their course and publicity is clear.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an impressive environment for study and for sporting and other activities and resources for both students and staff are good. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard. Teachers are appropriately qualified and systems are in place to guide and support teachers in the absence of an appropriately qualified academic manager. Courses are well designed to meet the needs of junior students and placement and student progress are well managed. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Welfare and the safety of students are in the hands of experienced and caring staff, leisure opportunities are varied and well planned, and accommodation is of a high standard. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Considerable care is taken to ensure that there is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

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.	Not 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.	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.	Not met

Comments

M2 No plans were provided that set out the steps needed to be taken, or evidence of work carried out, towards achieving objectives.

M4 Effective communication was seen in action between managers, the host school, with teaching and activity staff and with students. All staff and group leaders commented positively on the communication systems. These ranged from formal and informal meetings and briefings with all stakeholders to the use of social media.

M7 Whilst systems review appeared to have taken place, there was little documented evidence of planning and implementation and of feedback regularly informing the organisation's planning. Information in the annual self-evaluation documentation was very limited.

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.

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

All criteria in this sub-section are met.

Student administration

Met

M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

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.

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 Students and group leaders reported that all staff were very approachable and courteous and went out of their way to help and support them.

M15 Many of the students, both individual and group were returners and all praised the information that they received both before and during their stay.

Publicity

Met

M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Met

M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

Met

M23 Publicity gives clear, accurate and easy-to-find information on the courses.

Met

M24 Publicity includes clear, accurate and easy-to-find information on costs.

Met

M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.

Met

M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
<p>The website is the main form of publicity.</p> <p>M28 One of the courses on offer (Young Global Leaders) has not been included in the accreditation but the webpage of that course contained the Accreditation Scheme marque. This was rectified during the inspection so is no longer a point to be addressed.</p>	

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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments	
<p>P1 Safety and security measures are robust. Comprehensive risk assessments and mitigation actions were evidenced, as were records of fire drills and of excellent liaising with the host institution.</p> <p>P2 The school estate is of a high standard and provides an extremely comfortable and impressive environment for students. Externally, there are large areas of green spaces on the campus that students can enjoy.</p> <p>P3 Classrooms are also of a high standard, as are rooms that are used for specific activities such as cookery and media.</p>	

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments	
<p>P7 Learning resources are of a high standard and include resources that support the English in action elements of the course such as cookery rooms and computer labs.</p> <p>P8 Teachers praised the physical and online resources that they had at their disposal, and the support they received to enable them to access materials quickly and easily.</p>	

Teaching and learning

Academic staff profile	Met
<p>T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.</p> <p>T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.</p>	

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 largely appropriate to the school's context. The academic manager does not have the required level of qualification but has considerable experience and adequate measures have been put in place to ensure that teachers are observed by an appropriately qualified academic manager from another accredited school belonging to the organisation. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. Teachers reported that they were well supported.

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.	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

T9 See comments in T2.

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.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 Course design has a clear rationale that is very appropriate to the learning context. The approach is theme based in the mornings and activity based in the afternoons. Schemes of work support this and teachers were aware of the principles and rationale behind the approach.

T12 The English in action element of the course is particularly successful in encouraging language development and improvement through content. It takes students out of a classroom environment and provides opportunities for students to develop language through a range of engaging activities such as cookery and nature walks.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	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.	N/a

Comments

T17 Students are encouraged to reflect on their learning via a weekly activity in which they produce personalised 'can do' statements.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	Morning English classes and language-based afternoon activities

Comments

Both elements of the language programme were observed.

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.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not 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.	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

Comments

T19 Teachers produced accurate models of language. New vocabulary was explained clearly with examples. Good awareness of L1 interference was observed. In weaker segments there was a lack of voice projection and clear explanations.

T20 The content of the lessons was very appropriate for the ages of students and for a short summer school. Students were able to engage easily with the themes and the activities that were provided.

T21 Aims rather than outcomes were expressed in lesson plans and were sometimes vague. In some segments lesson outcomes were made known to students in a very general way.

T22 In general, there was a good range of techniques in evidence including questioning, prompting, checking of meaning and clear instructions being given. In some lessons there was an over-reliance on teacher explanation. In better segments, there were good opportunities for student speaking practice.

T23 A wide range of materials was in evidence and teachers used technology and the classroom itself to enhance learning and engage students in different activities. Activities were well managed and materials clear and professionally presented. In weaker segments little attempt was made to move students around and a conventional classroom layout prevailed.

T25 In good lessons, students were reminded of the purpose of activities. In other lessons there was too much student repetition rather than activities and prompts to check learning.

T26 Overall teachers created a very positive atmosphere. Tasks engaged the students well and created a strong sense of purpose. Overall, teachers provided strong encouragement to students who were generally attentive, enthusiastic and enjoying their classes.

Welfare and student services

Care of students	Area of strength
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.	Strength

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 A simple but clear major emergency plan is in place to respond to any emergencies both on and off site. The plan is included alongside risk assessments for all excursions, so that activity leaders are reminded of it and what to do in the case of any off-site emergency. All staff spoken to were aware of the plan.

W2 Pastoral care is taken very seriously by the organisation. There is a whole-school ethos with all staff, both support and academic, seeing their role as partly pastoral. Students are made aware of the availability of pastoral care and who to contact for specific needs or requirements.

W3 A culture of diversity and tolerance is evident throughout the organisation with clear policies in place. Students have to sign a code of conduct which is sent to them and their parents in advance. This code and rules on anti-bullying and what constitutes abusive behaviour are covered in detail with students at induction.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	Strength

Comments

W7 The boarding houses inspected were of a very high standard providing an attractive and comfortable living environment for students.

W8 Accommodation seen was exceptionally clean and well maintained. Student rooms and bathrooms are cleaned daily and equally good arrangements for laundry are in place.

W11 There are very good systems in place to make sure students give early feedback if there are any issues with accommodation. Students are introduced to their house parents on arrival and encouraged to speak to them about any problems. Evidence was seen of problems being dealt with quickly.

W13 Meals were of a very high standard offering plenty of variety and a well-balanced diet. Students in the focus group and group leaders spoken to were very positive about the food offered.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

No homestay accommodation is offered.

<i>Accommodation: other</i>	
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W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W20 Students are offered a well-planned and varied leisure programme, scheduled in advance but allowing for flexibility if activities do not appeal to students. Contingency plans are in place to make sure the leisure programme always runs, regardless of weather or any other unforeseen problems.

W21 The programme is very well organised and resourced. Plans for each activity are detailed, activity leaders have information sheets and group leaders are also briefed in advance of excursions and activities.

W22 Risk assessments are comprehensive and taken very seriously. Staff organising and going on the excursions and activities are encouraged to suggest revisions.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
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

All students enrolled on the residential vacation course are under 18.

S1 A clear and comprehensive safeguarding policy is in place that meets all requirements, including guidance on handling delayed suitability checks. This guidance was seen being put into practice with sensible and appropriate steps to mitigate risks.

S2 Key staff are trained at specialist level and there is good provision for training and retraining of teachers and other staff. The policy and code of conduct are made known to group leaders and all other adults in contact with under 18s.

S7 Considerable care goes into residential rooming allocations to take account of gender and age.

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	2002
Last full inspection	2019
Subsequent checks/visits (if applicable)	July 2021, July 2022
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Global Young Leaders course
Other related accredited schools/centres/affiliates	Studio Cambridge
Other related non-accredited schools/centres/affiliates	St Bees school

Private sector

Date of foundation	1998
Ownership	Name of company: Our World English Schools (Full Circle Education Group) Company number: 06549586
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

Student profile	At inspection	Estimate at peak
	At inspection	July
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	2	2
Full-time ELT (15+ hours per week) aged under 16	49	49
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	51	51

Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Japanese	Japanese

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	4
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	8	

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

Comments

Due to the TEFLQ academic manager dropping out last minute, the Operations and HR manager assumed the role. During the year, he oversees the course creation for Our World English Schools, is TEFLI qualified with a degree in Education and Childhood Studies. A TEFLQ academic manager from an affiliate school is undertaking teacher observation and CPD where appropriate. A rationale has been provided.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	4
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	4

Comments

All teachers have appropriate qualifications for the types of courses offered.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0

Residential	0	51
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	0	51
Overall total adults + under 18s	51	
Items requiring early action		
None.		