

Organisation name	STAR Exeter
Inspection date	4–5 June 2024

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

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

<b>Summary statement</b>
<p>The British Council inspected and accredited STAR Exeter in June 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This small private language school offers courses in general/academic English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, teaching, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

STAR Exeter has seen some changes since the last inspection in 2019. The school no longer runs a junior summer school, a new academic manager has been in place for two and a half years and a new assistant academic manager was employed nine months ago.

The inspection took place over one and a half days with two inspectors. Meetings were held with the director, the academic manager, the assistant academic manager and the student experience manager. Focus group meetings were held with the teachers and the students. All teachers timetabled to teach at the time of the inspection were observed. One inspector visited one residence and carried out three homestay visits remotely.

## Address of main site/head office

89A Queen Street, Exeter, Devon EX4 3RP

## Description of sites visited/observed

The school occupies the top three floors of a building on a main street in the centre of Exeter. The entrance is to the side of a café that uses the ground floor and basement. Steps from the street lead to the first floor, which houses the reception area leading through to a student common room. On this floor, there is also an office. The school director, the student experience manager and the student support administrator all work at reception. There are six classrooms spread over the three floors, together with an office, a kitchen area, which staff and students can use, a teachers' room, where the academic manager and assistant academic manager work, and separate male and female toilets.

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 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 school offers semi-intensive, intensive and one-to-one general English courses. An IELTS preparation course is available as an afternoon option for intensive students. The school also offers an international foundation programme at certain times of the year.

## Management profile

Day-to-day management of the school is overseen by the school director, assisted by the student experience manager and the student support administrator. Teachers report to the academic manager and the assistant academic manager.

## Accommodation profile

Star Exeter offers homestays year round and has an agreement with a provider of private student residences to offer residential self-catering accommodation. Students stay in single ensuite study bedrooms in clusters of six to eight, sharing a kitchen/living room. There is a laundry, a common room and a fitness room on site. The residence is within a ten-minute walk of the school. At the time of the inspection four students were staying here. Homestay accommodation is located within 30 minutes of the school, either by bus or on foot. The school has a database of 30 homestay hosts; 13 were accommodating students at the time of the inspection.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management in the school is robust and effective. Staff management and development is of a high standard. Student administration operates very effectively. Publicity gives rise to realistic expectations about the school. *Strategic and quality management, Staff management and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard. 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; staff and students alike are guided on the use of the resources available.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are appropriately qualified, experienced and supported by their academic managers. The course design is sound. Effective systems exist for tracking student progress and helping them to monitor their own. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The welfare and security of students is ensured in a practical and sensitive manner; accommodation is of a good standard and well managed. The leisure programme provides a mixture of appropriate activities staffed by a knowledgeable and experienced team. *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. There are sensitive and effective policies and procedures in place to safeguard students under the age of 18 within the organisation. Procedures are clear and robust and encompass accommodation and leisure activities.

### 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.	Strength
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.	Strength
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.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

M1 There is a very clear statement describing the goals and values of the organisation and evidence that they are integral to the school's operation as the values run through student and staff induction, recruitment and day-to-day operations.

M3 The staff structure is very clear and more than sufficient for the size of the school. There is excellent cover for key roles within the school and evidence that staff are very familiar with each other's roles.

M4 Communication within the school is extremely effective. There is evidence of regular meetings with extensive minutes and action points, as well as documented follow-up of any issues raised.

M5 Feedback systems are robust. Students have many opportunities and methods to provide the school with feedback, including initial, regular and end-of-course feedback forms, tutorials, suggestion boxes as well as staff being very approachable. There is evidence that any feedback requiring action is dealt with quickly and efficiently.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### **Comments**

M8 Human resource policies are extremely robust and were created with expert third-party input to create very professional and detailed policies.  
M11 Inductions are extremely thorough and supplemented by a useful staff handbook, induction presentation, and induction checklist. Staff commented on how much support and guidance is offered during the induction process.  
M13 All staff have extensive, and evidenced, CPD opportunities, including, supported study on external courses as well as invited experts and internal professional development.

<b>Student administration</b>	<b>Area of strength</b>
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.	Strength
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 Very high standards of customer service are offered by the school as evidenced by student feedback and satisfaction.  
M15 Students have extensive access to course choices through the experienced and helpful student administration team and the school director.  
M18 The policy on student attendance and punctuality is appropriately strict, enforced and well known by all staff and students.

<b>Publicity</b>	<b>Area of strength</b>
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.	Not 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.	Met

#### Comments

The website is the main publicity, supplemented by social media pages.  
M25 Publicity does not include a full description of pastoral care for under 18s offered by the school. It lacks details of supervision outside class times and any limits to supervision of under 18s on adult courses.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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.	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

All criteria in this section are fully met.

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

#### Comments

All criteria in this section are fully met.

### Teaching and learning

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

#### Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

<b>Academic management</b>	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.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

#### Comments

T10 Observations and teacher development needs inform a well thought out and extensive CPD programme.

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

#### Comments

All criteria in this section are fully met.

<b>Learner management</b>	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.	Met

#### Comments

T17 Students benefit from regular tutorials as well as one-to-one sessions with academic managers on request.

#### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English, exam preparation

#### Comments

One of the classes observed was being taught by the assistant academic manager.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
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.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

### **Comments**

T19 Teachers produced accurate models of language and pronunciation, as well as clear examples and accurate usage of language, which was appropriate to the level of the learners. Word class was indicated, and students were given a running list of useful language that came up.

T20 Plans and content were based on course objectives and general student profiles. Examples of teachers preparing lessons based on individual and group needs were also witnessed.

T21 Intended learning outcomes were expressed in lesson plans and made known to students.

T22 A range of good use of teaching techniques was witnessed, including effective elicitation, consistent concept checking, prompting, questioning and nomination. Clear instructions were given and good support was offered to learners.

T23 Good use of technology and well-organised board work were present in all the lessons, as well as the sensitive reworking of pairs and groups. There was a nice flow of activities and movement of students in the lessons.

T24 Teachers consistently and unobtrusively monitored, and support was given as required. There was also evidence of error correction being built into lesson planning.

T25 Restricted and freer activities to assess learning were included in lesson plans. Consistent checking of understanding and learning were observed, including giving students the role of teacher to demonstrate learning.

T26 Students were very engaged and participating well in all lessons. There was a positive, supportive atmosphere in the classes. Teachers showed good rapport and sensitivity to the students.

### **Welfare and student services**

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

### **Comments**

W2 Pastoral care for students features strongly throughout the school; it was clear that all staff understood they had a part to play in the well-being of students, regardless of their job. 'Need to talk' posters are displayed throughout the school and all students spoken to in the focus groups said they felt very well looked after and knew who to go to with any problems.

W3 Respect and tolerance feature prominently in the school's ethos, and this is made visible from student and staff induction presentations, to displays and information in the school. It was clear from speaking to staff and students that this is taken seriously, and there is a robust process in place for dealing with unacceptable behaviour.

W5 Good, clear and comprehensive information about travel to the school and important aspects of life in the UK is available on the website and sent to students in advance of travel.

<b>Accommodation (W7–W18 as applicable)</b>	<b>Area of strength</b>
<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.	Strength
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.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### **Comments**

W7 Both residential accommodation visited in person and homestays visited virtually provided a very high standard of accommodation. Students in both types of accommodation were very happy with their living arrangements.

W8 Both types of accommodation were clean and well maintained; cleaning takes place regularly and laundry arrangements are good.

W9 Comprehensive and easily accessible checks and records were seen for both types of accommodation. Visiting takes place regularly and the database used highlights when any checks or visits are due.

W12 Rules, terms and conditions are presented very clearly; homestay hosts and residence staff spoke highly of the clarity of the arrangements they have and communication with the school.

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

#### **Comments**

All criteria in this section are fully met.

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

#### **Comments**

Both criteria in this section are fully met.

<b>Leisure opportunities</b>	<b>Area of strength</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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met



W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
<b>Comments</b>	
W19 Students are given up-to-date information about what is happening in the local area, including weekly displays of information about what's on during the coming weekend. They are also given help to book tickets for events or travel when needed.	
W20 The content of the leisure programme has been well thought through and offers something for everyone. Plans for each activity are thorough and focus on the different interests of the students. Students in the focus group were very happy with the types of activities offered.	
W21 The programme is well organised and resourced. Staff accompanying the trips and excursions are knowledgeable and well prepared. Students are regularly asked what they want to do and their suggestions inform the future content of the leisure programme.	

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not 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.	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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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 the time of the inspection four under 18s were enrolled in the school. This is typical of the numbers of under 18s year-round.

S1 The safeguarding policy did not include guidance on handling delayed suitability checks. This was added to the policy during the inspection and is no longer a point to be addressed.

S2 All staff receive safeguarding training and guidance and everyone coming into contact with the school is made aware of the safeguarding policy. Students are made aware of the relevant points of the policy at induction.

S4 One reference asking about suitability to work with under 18s was missing from one homestay host file sampled. This was followed up and obtained during the inspection and is therefore no longer a point to be addressed.

S5 Very good arrangements are in place for checking and rechecking the attendance of under 18s, including signing in every morning, the use of different coloured lanyards for easy identification and under 18s highlighted in registers. In addition, under 18s have a weekly catch-up session with one of the designated safeguarding leads to check on their well-being.

S6 There are clear rules made known to students, parents and homestay hosts about what under 18s may do outside the scheduled programme, including curfew times. The tutorial system and the weekly safeguarding meetings provide additional checks that students aged under 18 understand and adhere to the rules.

### 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	2019 (STAR Exeter), 1991 (SKOLA Exeter)
Last full inspection	2019
Subsequent checks/visits (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	STAR Exeter July 2028
Ownership	Name of company: STAR Exeter Ltd. Company number: 10686151
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

#### Premises profile

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

#### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	27	40
Full-time ELT (15+ hours per week) aged 16–17 years	4	6
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>31</b>	<b>46</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–25	18–25
Adult programmes: typical length of stay	12 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Angolan	Saudi Arabian, Kuwaiti, Angolan
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
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<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	2	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	2	

### 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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

#### Comments

The assistant academic manager normally teaches 15 hours per week. The academic manager teaches in quieter times but was not scheduled to teach during the week of the inspection.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	3
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

None.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	12	2
Private home	0	0
Home tuition	0	0
Residential	4	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	11	2
Overall totals adults/under 18s	27	4

Overall total adults + under 18s	31
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**Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in M25 have been addressed.  
The required evidence was subsequently provided.

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