

Organisation name	Ardmore Language Schools, Maidenhead
Inspection date	10–11 March 2026

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

The British Council inspected and accredited Ardmore Language Schools Maidenhead in March 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers residential courses in general English for under 18s and for closed groups of under 18s in school premises.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic staff profile, academic management, course design, care of students, and leisure opportunities.

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

Introduction

Ardmore Language Schools (ALS) was founded in 1984 as a provider of English language programmes for young learners. The organisation became part of Cognita Ltd in December 2018 and now operates within Cognita's Active Learning Group (ALG). ALS offers year-round programmes to students aged between eight and 18 years old. Courses include teaching, activities and excursions and residential accommodation.

All programmes are located in the buildings and grounds of the Berkshire College of Agriculture (BCA) near Maidenhead. Other ALS junior seasonal programmes that run elsewhere in the UK fall under a separate British Council accreditation.

The inspection lasted one and a half days. Two inspectors spoke to the director, the head of admissions, the centre director, the academic director, the director of studies (DoS), the activities manager, the recruitment manager, the communications and partnership manager, the domestic property and client services manager of BCA and an

activity leader. Meetings were held with a group of students, the two teachers teaching at the time of the inspection and one group leader. One inspector visited the residential accommodation. Both teachers were observed by each inspector.

Address of main site/head office

Berkshire College of Agriculture, Hall Place, Maidenhead, Berkshire SL6 6QR

Description of sites visited/observed

The centre of the school is based under the main mansion building of the college and includes three classrooms, a staffroom, offices, a games room and a student common room. The school also uses the adjacent dining room, a coffee shop and vending machines, additional classrooms, an indoor conference hall, and four student houses. Sports facilities include an indoor sports hall and the use of extensive playing fields.

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

Comments

Year-round junior programmes for students aged between eight and 17 that include fifteen hours teaching in the morning or the afternoon, activities and excursions and full board accommodation. Programmes and activities can be tailor-made to suit the requirements and interests of different groups.

Management profile

The director is assisted centrally by the operations director, the academic director, the head of admissions, the head of sales and the recruitment manager. Centre management is provided by the centre director supported by the DoS and the activities manager. The director reports to the group managing director of Active Learning.

Accommodation profile

Students are accommodated on site in gender-specific residential blocks in twin, triple or multi-bed bedrooms with shared toilet and bathroom facilities.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision, in all respects, operates clearly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises, although in need of some refurbishment, provide students and staff with a comfortable environment for work and relaxation. Resources are well matched to students' and teachers' needs. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are designed and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Academic staff profile and Course design* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care and comfortable accommodation, which is well managed. The leisure programme is very well designed and delivered to meet the needs of the students.

Care of students and Leisure opportunities are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the school; and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it.

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.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Strength

Comments

M1 The goals and values of Ardmore are clearly stated in all relevant policy documents, including in all staff information and displayed to good effect throughout the building. It is evident that a great deal of effort is made to encourage staff to feel part of the organisation.

M2 There are detailed plans in place for the future of the organisation. Objectives are realistic, shared with staff and progress towards achieving them is measurable.

M4 Channels of communication are clear and effective; minuted meetings frequently take place at various levels across the organisation and actions disseminated to all. All staff spoken to felt involved in, and very much a part of Ardmore.

M5 A variety of ways of collecting student feedback is used: early bird, at the end of the course and ongoing. Students are also encouraged to approach clearly signalled key members of staff with any issues. Evidence was seen that feedback is recorded, collated and that action is taken as a result. Group leaders confirmed that feedback they relayed from their students was acted upon and taken seriously.

M7 All aspects of provision are reviewed at key points in the year taking student, seasonal staff and stakeholder feedback into account to help inform future development. Systems are in place which include consideration of a range of sources of reference, including the self-evaluation against inspection criteria.

Staff management and development	Area of strength
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.	Strength
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.	Met

Comments

M8 A comprehensive suite of detailed human resource policies is in place including supportive work-from-home and staff well-being policies. Policies are made known to staff as part of onboarding.

M10 Recruitment procedures are detailed and thorough with single central record checks conducted weekly to ensure all documentation is received. Key staff are trained in safer recruitment, and interviews include additional safeguarding scenarios and questions. All necessary checks and evidence were in place for all staff files sampled.

M11 There are comprehensive induction procedures for all staff, including pre-course inductions and workshops, staff handbooks and job specific manuals. Electronic checklists ensure that staff sign off on everything that has been covered, Power point presentations and mini-inductions are given to staff arriving after courses have started.

Student administration	Area of strength
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 All staff working directly with students and their representatives are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in the organisation. Evidence was seen of very positive customer feedback.

M15 Pre-enrolment Information and advice is handled very well by a dedicated team. Students and their representatives are well informed about choices and packages before arrival. Close, long-standing links with agents ensure packages can be tailor made for groups; individuals are dealt with carefully and very personally.

M18 The attendance policy is clear and explicit, and it is communicated to agents, parents, group leaders, and students. Careful monitoring and regular headcounts of students throughout their stay ensure that the policy can be implemented quickly and effectively.

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.	N/a

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.	Met

Comments

The primary medium for publicity is the website. A series of brochures and digital flyers are available, downloadable from the website; additional printed brochures are also used for recruitment.

All criteria in this area are fully met.

Premises and resources

Premises and facilities	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.	Not 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

P2 Although the external areas of the centre are very well maintained, some of the internal areas are in need of refurbishment and repainting, particularly in the main college building.

P4 Students have access to a wide range of attractive indoor and outdoor spaces where they can relax, eat their meals, and socialise with others.

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.	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.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 There is a good level of provision for student resources. Materials have been developed in-house with a particular focus on supporting short courses. The student books include additional study skills and language learning guidance, as well as all the core content required for the course. Students are able to take these books home with them for further study and reference.

P11 The organisation has well-established policies and procedures for reviewing teaching and learning resources on an annual basis. These reviews are informed by feedback from the DoS, teachers, students and group leaders.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

Comments

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

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T5 Cover arrangements are clear. The DoS is available to provide cover when necessary, and the school has access to a bank of locally based teachers who can be called upon if required. The academic director is also able to step in to provide cover.

T7 The academic induction of new teachers is thorough and personalised. Teachers in the focus group felt their induction had been comprehensive and prepared them well for their role.

T8 Arrangements to ensure day to day support and guidance for teachers are good and include regular meetings to exchange ideas about how to deal with specific issues identified by teachers. Teachers spoke very highly of the support and advice they received from the 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.	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.	Strength
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

T12 Various initiatives are in place, complementing the English language programme and aimed at encouraging language acquisition through preparation for the out-of-class activities. Target language and skills needed for these initiatives are practised and made explicit to the learners. Activity staff receive language awareness training to help them recognise and use all out-of-classroom activities as valuable opportunities for language practice and development.

T13 Course review is an integral part of the organisation's work. Courses are formally reviewed each year, taking into account feedback from staff, students, and other relevant sources. In addition, review is an ongoing process, with several different approaches being piloted to help inform future development.

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.	Met
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

The applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	Two
Number of observations	Four
Parts of programme(s) observed	All

Comments

Both inspectors observed the two teachers teaching at the time of the inspection.

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.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Not met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not 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 Some clear models of target language were seen in classes with new vocabulary illustrated, explained and exemplified with examples appropriate to students' levels.

T20 Lesson plans for the most part followed the course objectives and were based on teachers' understanding of students immediate and emerging needs. The topics and materials were largely appropriate.

T21 The intended learning outcomes are detailed in the student books, were achieved through an appropriate sequence of activities and were generally introduced to students at the beginning of each lesson.

T22 Teachers generally used a range of techniques, including elicitation, nomination and concept checking. Instructions were given but not always checked for understanding and at times there was an over reliance on teacher explanation.

T23 The classroom was generally well monitored by the teachers; however, the overall learning environment was not consistently well managed. There was limited use of seating arrangements to promote student interaction, and opportunities to support collaborative learning were not fully utilized. In addition, boardwork was at times untidy and lacked clarity.

T24 Overall there was insufficient corrective feedback to promote learning and increase understanding of linguistic systems.

T25. Lessons generally included tasks and activities to assess whether learning had taken place but sometimes opportunities to test out use of new lang were not included.

T26 Teachers generally created a positive and inclusive learning atmosphere, and students were mostly engaged with their learning. In the focus group, students expressed good levels of satisfaction with their classroom experience.

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 There is a comprehensive, robust plan with clear procedures and guidelines for dealing with emergencies on and off site. A lockdown drill is enacted once a year in collaboration with the host organisation. Summaries of the emergency plan are added to risk assessments and shared with group leaders.

W2 Provision for pastoral care is very good. A named, experienced and accessible person ensures students' welfare issues are addressed, logged promptly and if necessary escalated to senior management. Students have access to a prayer room.

W3 Policies promoting good behaviour are clearly communicated to students and group leaders through pre-arrival information, handbooks, inductions and visually attractive posters. All staff are aware of the importance of modelling and encouraging respectful, positive interactions.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	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.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The residence is inspected daily. Comprehensive risk assessments are regularly reviewed; maintenance issues are attended to swiftly and the larger organisation provides further support for compliance processes.

<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

None.

<i>Accommodation: other</i>	
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.	Strength

Comments

W20 The leisure programme is well-designed to provide a very varied range of excursions and activities to suit different ages and interests. Care is taken to offer a different programme to returners and to adapt the programme should circumstances demand it. Students and group leaders in the focus groups were very enthusiastic about the programme.

W21 The planning and organisation of both activities and excursions is meticulous and is informed by both the leisure team's experiences and students' feedback. Particular attention is given to ensuring students benefit linguistically and culturally from the programme.

W22 There are very thorough risk assessments which are externally audited by the wider organisation and regularly reviewed. Staff are properly briefed before each excursion and are well trained on how to respond to unforeseen circumstances that might put students at risk.

W23 The activities team is appropriately qualified. Staff receive thorough inductions which include useful scenarios. Training is further supported by comprehensive, practical handbooks. Staff commented favourably on the level of support given.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection there were 55 students aged 12 to 15 on supervised courses. In the peak season, January, this can be 200 students aged eight to 17.

S1 The safeguarding company policy is entirely comprehensive, robust and clear and includes age differentiation. It is supported by codes of conduct, and clear protocols on incident reporting and disclosure.

S4 Recruitment procedures follow safer recruitment guidelines, are rigorous and very well managed. Staff files are very well organised and complete.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	2022
Subsequent checks/visits (if applicable)	2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Junior summer centres in other locations in the UK.
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1984
Ownership	Name of company: Ardmore Language Schools Company number: 1647636
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

Student profile	At inspection	Estimate at peak
	At inspection	January
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	0	1
Full-time ELT (15+ hours per week) aged 16–17 years	0	84
Full-time ELT (15+ hours per week) aged under 16	55	116

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	55	201
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	One week	Two weeks
Junior programmes: predominant nationalities	Italian and Mexican	Brazilian, Chilean and Uzbek

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
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 academic director and the academic manager are available to provide cover when needed.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	2
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	2
Comments	

None.

Accommodation profile

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

Private home	0	0
Home tuition	0	0
Residential	0	55
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	55
Overall total adults + under 18s	55	