

Organisation name	BLISS seasonal centres
Inspection date	22–24 July 2025

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 with a spot check next summer focusing on weaknesses in academic staff profile and academic management.

Summary statement
The British Council inspected and accredited BLISS seasonal centres in July 2025. 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 vacation courses in general English for under 18s.

Strengths were noted in the areas of student administration and premises and facilities.

The inspection report noted a need for improvement in the areas of academic staff profile and academic management.

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

Introduction
BLISS (Brownlee Schools Ltd) was last inspected in 2022 as BLISS at Glenalmond and is now offering summer residential courses for juniors aged 8–17 in a variety of locations in Scotland and England, including Glenalmond College. A course in global leadership for 15–18-year-olds was advertised but did not run. BLISS is led and managed by one of the two directors of the company, who also acts as the overall academic manager of the courses, supported by two senior teachers. She has a key strategic management role; day-to-day management and administration of the summer centres is the responsibility of a team of mostly seasonal staff. At the time of the inspection there were four centres in operation: Rishworth School near Halifax, Strathallan School and Glenalmond College in Perthshire and Loretto School in Musselburgh. A fifth centre at Dollar Academy ran from 29 June – 07 July. Seasonal head office (HO) was at Glenalmond College.

The inspection took place over two days, a half and a part day. The inspectors spent a full day at Strathallan School (unsignalled), Loretto School and a half and part day at Glenalmond (HO). At both centres meetings were held with the centre managers, activities team leaders, welfare managers and senior teachers. An online meeting was held with one senior teacher who was at Rishworth School on the inspection days. Inspectors also met the host centre liaison contacts and spoke to two group leaders at each centre. Separate meetings were held on each site with groups of students, teachers and activity leaders. Inspectors were given a full tour of both sites, and one inspector visited the accommodation at both centres. All teachers teaching at the time of the inspection were observed individually by both inspectors in the classroom at the same time.

Address of main site/head office

19 Bramble Glade, Livingston, EH54 9JL

Description of sites visited/observed

Strathallan School (Forgandenny, Perth PH2 9EG) is situated in extensive grounds in the countryside a few miles south of Perth. BLISS has the use of the grounds, two residences, several classrooms, some of which were used for staffrooms, a dining hall, a common room, art rooms and sports facilities including tennis courts, swimming pool, rugby and football pitches and an indoor wet weather option games hall.

Loretto School (Schoolhouse Campus Linkfield Road Musselburgh East Lothian EH21 7RE) is situated in extensive grounds in Musselburgh a few miles east of Edinburgh. BLISS has the use of the grounds, one residence, two classrooms, office and staffrooms, dining room, separate common rooms for boys and girls, dining room, sports facilities including a dance hall, all weather pitches, tennis courts, rugby and football pitches and a golf academy on request.

Glenalmond College was visited as HO but not inspected.

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

BLISS offers English language courses in the summer months for 8 to 17 year-olds with morning lessons, afternoon and evening activities and mid-week or weekend excursions.

Management profile

The director has overall responsibility for the general management, academic and welfare aspects of the courses. She is assisted by the two senior teachers, centre managers, activities and residential managers and a remote working director of operations.

Accommodation profile

At Strathallan, the school has use of two residential accommodation blocks, providing a mix of room types. All bathrooms are shared. The blocks are both situated on the campus, within a few minutes' walk from the teaching rooms.

At Loretto, the school has use of two residential accommodation blocks, located in an enclosed square across the street from the main school. There are various room configurations. All bathrooms are shared.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management operates to the benefit of the students and in accordance with the provider's goals and values. There were a couple of issues with publicity, but these were mostly addressed during the inspection. Student administration is carried out efficiently and effectively. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available. *Premises and Facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team overall has a professional profile appropriate to the context. However, induction and CPD are sufficient, and teachers do not receive sufficient day-to-day support and guidance. Learning strategies and attempts to develop students' language skills outside the classroom do not feature in course design documents. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic staff profile* and *Academic management*.

Welfare and student services

The provision meets the section standard. Student needs for security, pastoral care, information and leisure activities are mostly met. Students benefit from well-managed student services, including, out-of-class activities and suitable accommodation. Procedures to share the plan to respond to emergencies and risk assess excursions are unsuitable.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided, for the most part. The risk assessment and communication of unsupervised time is lacking.

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.	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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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.	Met
Comments	
M1 There is a very explicit statement of the goals and values of BLISS made known to all staff and students through a variety of media, including on notices displayed throughout the centres. It is evident that a great deal of effort is made to encourage staff to feel part of the organisation.	
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.	Not 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

M9 Additional duties undertaken by some members of staff were not detailed in an additional job description.

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.	Strength
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 All staff working directly with students and their representatives are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students and group leaders spoken to expressed their very real satisfaction with the service and support they receive from all staff in the organisation and evidence was seen of positive feedback from stakeholders.

M15 Agents, students and their parents are provided with detailed information and advice. Pre-course information includes the offer of centre video tours and calls with parents and agents, in their own language where possible.

M16 BLISS has comprehensive and personalised enrolment systems created in-house to meet the specific needs of the organisation. Procedures on payment and refunds are clear and Information on student enrolment is easily accessible by key staff.

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.	Not 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 main medium of publicity is the website and downloadable site-specific brochures.

M24 At the time of inspection the website did not include any information on costs. This was added to the website during the inspection. M24 is no longer a point to be addressed.

M25 There is no description of the level of care and support given to under 18s.

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.	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.	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.	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 The premises in both centres are of a high standard and very well looked after; both offer an attractive and comfortable environment for work and study.

P3 Both centres have the use of dedicated classrooms which are bright, well-furnished and well decorated.

P4 Both sites visited were of a very high standard, providing ample space and excellent facilities for students to relax outside of classes.

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

Comments

All applicable criteria in this section are fully met.

Teaching and learning

Academic staff profile	Need for improvement
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 largely appropriate to the organisation's context.

The recruitment and support policy is not sufficiently well devised and implemented in line with the stated course objectives and the student profile. There is a lack of support for on-site academic managers to enable them to effectively support the teachers and influence the standard of teaching.

Academic management	Need for improvement
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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.	Not met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Not met

Comments

T7 Induction time for teaching staff is inadequate. Staff did not feel fully prepared for their roles and ongoing support was not sufficient for them to feel confident or to be fully effective in the initial stages of their employment.

T8 There are not enough academic managers to cover all sites effectively and provide day-to-day guidance and support for teachers.

T9 One teacher had not been observed.

T10 Although the senior teacher at one centre offered support and advice to deal with any immediate problems, no CPD related specifically to teaching had taken place and none was planned.

Course design and implementation	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.	Not 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

T12 There were no clear strategies in the course design to ensure teachers systematically helped students to develop their language skills outside of the classroom.

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

All relevant criteria in this section are fully met.

Classroom observation record

Number of teachers seen	Six
Number of observations	Seven
Parts of programme(s) observed	All
Comments	

All teachers teaching at both centres, including the senior teacher at one centre, were observed jointly by both inspectors. One teacher was observed twice to ensure all parts of the 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.	Not 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.	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 Teachers provided generally satisfactory explanations of grammar and lexis. In better segments contextualised definitions and concept check questions were used to clarify meaning.

T20 The content of most lessons was based on course objectives, although some activities and tasks were not appropriate to the nature of a summer junior programme or the students' needs.

T21 Plans generally stated learning outcomes and there was evidence in some lessons that the lesson outcomes had been made known to students at the start of the lesson. Learning objectives were generally achieved by means of a series of linked activities.

T22 In the stronger segments a good range of teaching techniques was in evidence including good questioning, prompting, checking of meaning and clear, checked instruction giving. In weaker segments a limited range of teaching techniques was used.

T23 Most classrooms were well organised, and educational technology was used competently on the whole.

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

T25 In the best segments seen, controlled and freer activities were planned to evaluate whether learning was taking place.

T26 Teachers generally created a positive and inclusive learning atmosphere, and students were mostly engaged with their learning.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not 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.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments	
W1 The plan to respond to emergencies was not known by staff at either location.	
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.	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.	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	
All criteria in this section are fully met.	
<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	Met
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.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W20 There is a wide variety of activities available, which are very appropriate to the profile of the students. Student feedback on the leisure programme was very positive.	
W22 Many risk assessments are in place; however, those related to excursions are overly generic and do not identify specific risks.	

Safeguarding under 18s

Report expires 31 March 2030

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	Not 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

All students enrolled at the school are under the age of 18.

S3 Although parental consent is sought, it does not give sufficient specifics of unsupervised time.

S6 The risk assessment of unsupervised time is overly generic and lacks specific risks.

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: multicentre

Inspection history	Dates/details
First inspection	2022
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

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Date of foundation	4/2/2019
Ownership	Name of company: Brownlee Schools Ltd Company number: SC619654
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	19 Bramble Glade, Livingston, EH54 9JL Head Office for summer season: Glenalmond College, Perth PH1 3RY
Name and location of centres offering ELT at the time of the inspection but not visited	Rishworth School, Halifax, Sowerby Bridge HX6 4QA
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Strathallan School, Forgandenny, PH2 9EG
2. Name of centre	Loretto School, Schoolhouse Campus, Linkfield Road, Musselburgh, East Lothian EH21 7RE
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over	0	0			
17 years and under	57	20			
Overall total	57	20			
U18 programmes: advertised minimum age(s)	8	8			
U18 programmes: advertised maximum age(s)	17	17			
Predominant nationalities	Chinese, Spanish, Italian				

Staff profile at centres visited	At inspection				
Centres	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	4	2			
Total number of activity managers and staff	9	5			
Total number of management (non-academic) and administrative staff	1	1			
Total number of support staff	3	3			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers					
Location/centres	HO	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience		1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience						
Total		1	1			

Comments
The director and one senior teacher provide academic management across all centres. The director was academic manager at Loretto during the inspection; the senior teacher was at another centre not visited and providing remote support. A second senior teacher was providing some academic management support at Strathallan. Both the senior teacher providing remote support and the senior teacher at Strathallan were teaching 15 hours during the week of inspection.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	2	1			
TEFLI qualification (includes relevant QTS)					
ATEFL registered portfolio in progress					
Non-ELT-related qualified teacher status only (for short courses for under 18s)	1				
Holding specialist qualifications only (for ESP/CLIL)					
Alternative professional profile	1	1			
Total	4	2			

Comments
None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited										
<i>Arranged by provider/agency</i>	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay										
Private home										
Home tuition										
Residential						57	20			
Hotel/guesthouse										
Independent self-catering e.g. flats, bedsits, student houses										
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family										
Staying in privately rented rooms/flats										
	Adults					Under 18s				
Overall totals						57	20			

Centres	1	2	3	4	5
Overall total adults + under 18s	57	20			

Items requiring early action
Evidence must be submitted within twelve months to demonstrate that weaknesses in Academic staff profile (T1), Teaching and learning (T7-T10, T12), Welfare and student services (W1, W22) and Safeguarding under 18s (S3,S6) have been addressed.

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