

Organisation name	Britannia English Academy, Manchester
Inspection date	10–11 December 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 the period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2027. Evidence must be submitted within three months to demonstrate that weaknesses in W1 and S1 have been addressed.

Summary statement

The British Council inspected and accredited Britannia English Academy, Manchester in December 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 school offers courses in general English for adults (18+), young people (16+) and under 18s.

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

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

Introduction

Britannia English Academy (BEA) was established in October 2012 by its two owners and directors. The academy has operated from its central Manchester premises since 2014. BEA offers year-round courses for students aged 16 and over, in addition to seasonal courses for students aged seven to 15, which take place during July and August.

The academy underwent a full inspection in 2023. A subsequent recommendation resulted in a spot check the following summer, focusing specifically on the accommodation and safeguarding of under 18s. The outcome of this spot check necessitated that the academy's next full inspection be brought forward to May 2025. Following the May 2025 inspection and a subsequent spot check of the summer provision, the provider was placed under review. A further full inspection was recommended to be scheduled as soon as feasible.

Since the 2023 inspection, the academy has undergone significant changes in key roles, with the departure of the general manager, academic director, and accommodations officer. Both the general manager and academic director roles were filled via internal promotions, whilst a new accommodations officer was appointed. In May 2025, the academy's previous academic director from 2013–2018 was reappointed to the academic management team. The inspection took one and a half days and was carried out by two inspectors. The inspectors held interviews with school manager, academic director, director, reception supervisor, assistant director of studies (ADOS) and the accommodation officer. Focus group meetings were conducted with teachers and students aged 18+ and under 18. One inspector carried out virtual meetings and tours with two homestay hosts. All teachers timetabled to teach during the week of the inspection were observed.

Address of main site/head office

2 Charlotte St, Manchester M1 4FL.

Description of sites visited/observed

The school occupies five floors of a building in central Manchester. The ground floor comprises the main entrance, a reception desk, seating, and an office area accommodating the directors and the administration, sales, and marketing teams. Additionally, this floor includes a kitchenette, a disabled-access toilet, a storage area, and a room utilised for meetings and as a medical facility. The first floor contains five classrooms. The second floor houses four classrooms and a study room. The third floor is equipped with two classrooms, a student social room (with two computers), an online teaching room for one-to-one classes, a kitchen accessible to all staff and students, and a prayer room. The fourth floor includes the teachers' room and one classroom designated for junior students aged seven to ten during the summer months. All floors are accessible via both a lift and a staircase, with separate male and female toilet facilities on every level above the ground floor.

During the peak summer period, a second premises is typically leased from a local university. For instance, space was hired at Manchester Metropolitan University in the summer of 2025 to provide supplementary teaching space and facilities for student refreshment breaks.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The core curriculum for adults and young people (aged 16 and over) includes general English, conversation, and examination preparation courses. These are delivered in flexible schedules, spanning morning to evening, enabling students to construct a timetable that accommodates their commitments. Business English is also offered, subject to sufficient demand, and additional classes are available on Saturdays for those working during the week. Furthermore, the school provides one-to-one, one-to-two, and online classes, alongside a specific summer vacation programme run in July and August for junior students aged seven to 15. One-to-one and closed group courses are also offered to under 16s during the school year.

Management profile

The general manager is responsible for the day-to-day management of the school and reports directly to the two school directors and the group holding operations manager. The academic programme is led by the academic director, who is supported by an assistant director of studies. The academic director reports to the general manager. The combined role of the accommodation and welfare officer also reports to the general manager.

Accommodation profile

Accommodation is provided throughout the year in homestay and shared flats or houses belonging to the school's sister company. In the summer, a range of residential student accommodation is used. One of these residences was visited during a spot check inspection in August. At the time of the inspection, only homestay accommodation was in use.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is good, and student administration is carried out very 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, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for students and staff where needed. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive good support, and courses are managed to provide benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The provision generally 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. Emergency procedures are insufficiently clear.

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. However, the safeguarding policy does not include the required staff details.

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.	Strength

Comments

M1 The school has recently updated its mission statement with the input of all staff. The updated statement is clearly relevant to the goals and values of the organisation and is integral to its operations.

M7 The school has developed and implemented a comprehensive and regular quality review cycle incorporating multiple sources of references including staff and student feedback, previous inspection reports and trends in the market.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not 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.	Strength
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.	Not met

Comments

M10 Although staff files are generally complete, up-to-date and well-ordered, copies of certificates are not signed and dated.

M12 There is a robust and supportive appraisal procedure. Positive feedback is passed onto staff members. A supportive developmental approach is used in cases of unsatisfactory performance.

M13 While all staff receive relevant statutory training, there is insufficient provision of CPD for non-academic staff related to their specialist areas of work

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 Staff are helpful, courteous and take pride in providing very high levels of customer service. The front of house and admissions teams demonstrate high levels of awareness of student needs. Student feedback regarding customer service is excellent.

M15 Comprehensive pre-course information is provided to students from the time they enrol until their arrival at the school. Once at the school, the multilingual staff are available to help, support and advise students.

M16 Enrolment processes and staff ensure that students are enrolled effectively and that information is up to date and accessible to appropriate people. Student feedback about the enrolment process is excellent. L1 assistance is available for several languages, particularly those prevalent in the student community.

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.	Not 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 main medium of publicity is the website.

M23 It is unclear what the maximum and average class size is because the numbers published on the website are inconsistent.

M25 There is no information regarding support, arrangements, consent and supervision of under 16s studying during the academic year.

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.	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.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P2 The premises are very well maintained and are in an excellent state of repair, decoration and cleanliness. The décor is in keeping with the brand of the school.

P5 Signage is very clear and the noticeboards are up-to-date and visually attractive, creating a strong sense of identity of the school.

P6 The teachers' room is spacious and quiet and has a generous number of workplaces for all to work and relax.

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.	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.	Not 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

P7 There is an excellent range of learning resources available to students, including digital and custom-made materials which staff can draw on to support coursebooks.

P9 While the school has invested in some excellent educational technology for use in classrooms, the Wi-Fi in some classrooms is not stable enough to use the technology in place.

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

Academic management

Met

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

Met

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

Met

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

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.

Strength

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

T9 All teachers are observed as required. In addition, there are drop-in observations which are integral to the planning of individual teacher and school-wide development.

T10 A comprehensive CPD programme is planned according to needs identified by lesson observations, teacher requests and other changes in conditions or context. CPD includes internal sessions, mentoring of teachers, external events and peer observations. The impact of CPD is measured through follow-up classroom observations.

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.

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 area are fully met.

Learner management

T15 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

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.

Met

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen

8

Number of observations

8

Parts of programme(s) observed

General English, conversation classes.

Comments

None.

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.

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 In the majority of segments observed, language was modelled accurately and clearly with confidence. Good explanations and examples were given and there was a clear focus on language rules and patterns.

T20 Most plans included student profiles and appropriate materials and tasks. However, a significant minority did not take course objectives into account, and there was a lack of focus on learning needs

T21 In the majority of classes, there was a clear link between learning outcomes and activities, and students were made aware of learning outcomes at the beginning, during or at the end of the lesson.

T22 There was evidence of a range of techniques used to support learning demonstrated in all classes. There were good examples of elicitation, checking instructions, nomination, instruction giving and concept checking.

T23 In the vast majority of segments observed, teachers demonstrated excellent management of the classroom environment. Nearly all boardwork observed was exceptionally clear and useful, and in many cases, teachers successfully brought the coursebook to life by using supplementary learning tools such as online quizzes or games.

T24 All teachers corrected students' language and gave useful feedback on their performance during the lesson. There were very good levels of praise and encouragement, and there were examples of effective on the spot correction.

T25 The vast majority of classes were coursebook based and included short tasks to effectively evaluate learning with reference to previous learning.

T26 There was a very positive learning environment with actively engaged learners in nearly all classes. Teachers demonstrated good voice projection and energy and mostly demonstrated a good awareness of students' specific interests.

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.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 A detailed plan has been produced, covering a range of different scenarios. However, it does not identify a universal set of procedures that can be applied to any emergency or easily made known to staff and students. Information regarding responsible staff and their roles in implementing procedures is insufficiently clear.

W2 Welfare is a high priority and all staff are encouraged to be aware of students' potential needs and who to refer issues to. Noticeboards throughout the school contain helpful and accessible information, including photographs of staff. Students in the focus group were both clear and highly appreciative of staff's responsive and caring approach; they gave several examples of support they had received, and felt they could get help with anything at all.

W5 Students receive comprehensive information at all stages of their engagement with the school. Welcome emails include specifics for different course and student types, and the student induction provides detailed information on life in the school and the UK. There is a quiz to reinforce messages from the induction. The student handbook and noticeboards are also useful sources of information and advice.

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 area are fully met.

Accommodation: homestay only	
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 area are fully met.

Accommodation: other

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

All criteria in this area are fully met.

Leisure opportunities

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

All criteria in this area are fully met.

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.	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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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

16–17 year olds are accepted on adult courses throughout the year, and students under 16 are also taught in one-to-one lessons, normally if their parents are also studying in the school. There is a junior summer programme for

students aged seven to 15. At the time of the inspection there were five under 18s; three in adult classes and two 15 year olds in one-to-one lessons.

S1 The safeguarding policy is largely appropriate and is supported by a number of relevant practical documents, policies and guidelines. However, the names and cover and contact details of the designated safeguarding lead (DSL) and deputies (DDSLs) are not included.

S2 In addition to the DSL, a significant number of other staff are trained to specialist level. This includes the accommodation and welfare officer who carries out homestay checks. Hosts complete basic awareness training.

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	October 2014
Last full inspection	May 2025
Subsequent checks/visits (if applicable)	August 2025
Current accreditation status	Accreditation under review
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	October 2012
Ownership	Name of company: Britannia English Academy Company number: 08146137
Other accreditation/inspection	ASIC

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	MMU – Manchester Metropolitan University Geoffrey Manton for classes Archway Halls for accommodation

Student profile

At inspection

Estimate at peak

ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	39	130
Full-time ELT (15+ hours per week) aged 16–17 years	3	140
Full-time ELT (15+ hours per week) aged under 16	0	165
Part-time ELT aged 18 years and over	0	35
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	2	0
Overall total ELT/ESOL students shown above	44	470
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	20 – 30	16 - 27
Adult programmes: typical length of stay	4 - 12	2 - 8
Adult programmes: predominant nationalities	Saudi Arabian, Spanish	Saudi Arabian, Spanish, Italian
Junior programmes: advertised minimum age	N/a	6+
Junior programmes: advertised maximum age	N/a	17
Junior programmes: typical length of stay	N/a	2 – 8
Junior programmes: predominant nationalities	N/a	Saudi Arabian, Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	35
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
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	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2
Comments	
Neither academic manager has teaching responsibilities, but both are available for cover.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	5
ATEFL registered portfolio in progress	N/a
Non-ELT-related qualified teacher status only (for short courses for under 18s)	N/a
Holding specialist qualifications only (for ESP/CLIL)	N/a
Alternative professional profile	2
Total	8
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	7	3
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	2	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	30	2
Overall totals adults/under 18s	39	5
Overall total adults + under 18s	44	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 and S1 have been addressed.