

Organisation name	Britannia School of English, London
Inspection date	27–28 February 2019

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 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.	N/a

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W2, course design and publicity have been addressed. The required evidence was subsequently submitted

Summary statement
<p>The British Council inspected and accredited Britannia School of English in February 2019 The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults.</p> <p>The inspection report noted a need for improvement in the area of course design.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Britannia School of English opened in 2012 and has been in its current premises since 2015, when it was first inspected (with a follow-up spot check inspection in 2016).

The school offers courses in general English, including preparation courses for external general English examinations. At the time of the inspection there were two morning and two afternoon classes. Evening classes and ten-hour courses are also advertised but none were running at the time of the inspection. Students can start on any day of the week and can study for various lengths of time. They generally live and work in London and arrange their own accommodation, not needing the school to help with this.

In addition to English language teaching, the school has previously offered government-funded vocational courses in areas such as construction and business administration. There are plans to resume this activity from August 2019. Examinations in functional English and Mathematics are also offered.

Students under 18 are not enrolled. The owners are currently looking for alternative premises, which would enable them to offer both English language and vocational courses to 16 and 17 year-olds, as well as to adults. (At this point, a further inspection will be necessary to inspect the new provision and premises.)

The inspection lasted one and a half days. The inspectors held meetings with the managing director, the administrator/welfare officer, the director of studies (DoS) and the receptionist. They also spoke to the teachers and two groups of students. All teachers were observed twice; once by each inspector.

Address of main site/head office

153-159 Bow Road, London E3 2SE

Description of sites visited

The school leases premises in Bow Business Centre, a former town hall on a busy street in east London, close to transport links. The Business Centre houses many different businesses on four floors of the original building, as well as flats built into a contemporary extension above.

The school uses four rooms on part of one side of a wide corridor on the second floor. At the time of the inspection, four other businesses were using rooms on the same corridor. School premises comprise two classrooms, a reception area and a small office. A seating area in the corridor is available for school students and others. Staff and students can use a kitchen at the end of the corridor, sharing this with others in the building. Male and female toilets, on the first and second floors respectively, are also shared with other users of the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input 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"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English and examination preparation courses for adult students. Classes of 13.75 hours a week are run in the mornings and afternoons. Courses of ten hours a week and evening classes of four hours a week have taken place in the past year, but none were running at the time of the inspection.

Management profile

The overall running of the school is led by the managing director, supported by a contract manager (for business unrelated to EFL), an administrator, who deals with premises' maintenance and student welfare, a receptionist and a part-time DoS. The managing director and administrator are joint owners of the business.

Accommodation profile

All students enrolled at the time of inspection were living in rented accommodation they had secured independently of the school. The school's website offers homestay accommodation in partnership with an agency registered with the British Council. However, the school has not placed any students in accommodation since 2016.

Summary of inspection findings

Management

The provision meets the section standard. The goals and values of the school are clear and appropriate and the provision operates to the benefit of the students. Some weaknesses in publicity were identified.

Premises and resources

The provision just meets the section standard. Rooms used by the school provide students and staff with a relatively comfortable and professional environment for work and relaxation, but public areas of the building are less satisfactory. The range of teaching and learning resources available is appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard. The academic staff team is adequately qualified, teachers receive sufficient guidance and students are supported in their learning. However, there is a need for improvement in *Course design*. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Arrangements for the welfare of students and the provision of information and leisure opportunities are generally suitable. Measures to ensure students' safety are mainly effective, but items identified in W1 and W2 require attention. The school does not arrange or help secure accommodation for students.

Safeguarding under 18s

No students under the age of 18 are accepted.

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 A statement of the goals and values of the organisation has been drawn up in collaboration with all staff and is posted on a central noticeboard and presented in the employee handbook. There is evidence that the values are central to the school ethos.

M2 The criterion is met overall, as a 'Self-assessment and strategic plan' outlines management objectives for the

future of the organisation, and contains some clear targets and a broad timescale. However, the document lacks detail, and does not break targets down into more manageable steps.

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 regularly reviews these.	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, 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 of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 The criterion is met overall as appropriate human resources policies cover all relevant areas. However, the information is presented in a variety of sources, with some inconsistencies between them; for example, the length of the probation period is described as eight weeks, three months and six months in different documents.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 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
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M19 The attendance and punctuality procedures are clear and reasons for attending and being on time are explained well in both the 'induction leaflet' and at induction itself. However, targets for attendance and punctuality are insufficiently ambitious. Attendance targets are 80 per cent and students are allowed to enter classes 30 minutes late.

Publicity	Met
M22 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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school uses a website and social media for publicity, but also has a tri-fold 'student induction' leaflet, which is sometimes used as a simple brochure.

M22 In general, publicity raises realistic expectations. However, sections on accommodation (on the website) and children (in the leaflet) suggest that homestay accommodation is regularly provided and that there are under 18s in the school. In addition, a reference to the school's "unique Cambridge approach to teaching, learning and assessing the English language" cannot be substantiated, and an extract from the previous report is quoted out of context.

M24 Most requirements of the criterion are met, but the website provides no information about course objectives or levels.

Premises and resources

Premises and facilities	Met
P1 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
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 Although the rooms used by the school are maintained to an entirely satisfactory standard, public areas, such as the toilets and stairways are in a poor state of maintenance and repair.

P3 Students use their classrooms, the central corridor outside, or the reception area for relaxation and the consumption of food. This is adequate for the numbers of students the school can accept.

P6 There is no separate staffroom; staff use their classrooms for meetings and lesson preparation and store their belongings in reception if necessary.

Learning resources	Met
P7 There are sufficient learning resources 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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 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 are fully met.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 A rationale for one teacher without a level 6 qualification was accepted in the context of this inspection since she has considerable work and training experience.
T2 A rationale for one teacher was accepted in the context of this inspection. He has several years of teaching experience, when he was regularly observed. During the inspection he enrolled on a course leading to a qualification that meets Scheme requirements.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T7 Although there are appropriate arrangements for covering absent teachers, cover is not automatically provided for teachers conducting peer observations so classes may have to be merged.
T10 The criterion is met overall as all teachers are formally observed on an annual basis, and receive a documented feedback session afterwards. However, these observations are relatively short and not frequent enough for less experienced teachers. Peer observations are also conducted, but there is no systematic approach to undertaking these.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 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

Comments

T11 Course design follows the structure and content of coursebooks without taking into consideration the particular needs of students living and working in London. There are no stated principles underpinning the selection of particular coursebooks.
T13 Teachers have schemes of work in their folders, but these are not made available to students.
T15 Although there is a section on 'study skills' in the schemes of work, there is no systematic inclusion of study and learning strategies in the courses.
T16 There was some evidence of individual teachers preparing language for practice outside the classroom, but this is not incorporated into course design.

Learner management	Met
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T18 Students complete a 'personal learning plan' on arrival. The results from the informal weekly tests and the formal monthly tests are added to this so that students have a clear record of their progress.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English, examination preparation classes

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers generally showed a good awareness of the linguistic systems of English, although the pronunciation models they offered tended to focus on single, isolated words. In the better segments, teachers recognised the particular pronunciation difficulties of individual students.

T24 There was a coherent sequence of activities in all lessons observed. However, these were largely coursebook driven, with no acknowledgement of the students' needs, or reference to their 'personal learning plans' in any of the segments observed.

T25 All lessons had learning aims, stated in the lesson plans and on the boards. However, in the majority of cases, these were not expressed as learning outcomes.

T26 A range of appropriate teaching techniques was observed, including elicitation, pair and group tasks.

T27 The classroom environment was managed to promote learning, and there were examples of good use of the whiteboards.

T28 Students were encouraged in all classes. In some classes error correction techniques were useful and systematic.

T30 In all lesson segments observed, there was an engaging, positive atmosphere between the teacher and students and good interaction among the students themselves. However, teachers did not always check their instructions, or match the level of their language to that of their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with the majority being satisfactory. Teachers demonstrated a good knowledge of the English language. Students knew what the aims of the lessons were and activities progressed in a logical sequence. Teaching techniques were largely appropriate to the focus of the lesson. Students received appropriate feedback on their performance and there was a positive learning atmosphere in all lessons observed. However, lessons generally followed coursebooks too narrowly, with little attention paid to the particular needs of students living and working in the UK.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 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
W3 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
W4 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
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Most measures to assure the safety and security of students are effective. However, nothing distinguishes students from others using shared areas, access to one classroom is not consistently monitored, and a fire exit door is not secured with a suitable quick-release mechanism.
W2 The school's plans for responding to a major incident do not cover the safety of students and staff. In addition, students are not briefed on what to do in the event of such an emergency.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

None.

Accommodation: homestay only	N/a
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically	N/a

request this in writing.	
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities

	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 The school's website gives general information about activities available in London and the school's social programme. Its social media pages and an instant messaging group also publicise this programme. A teacher with responsibility for leisure opportunities helps students to book tickets for events such as football matches.

W26 Risk assessments for social activities are general and do not deal sufficiently with risks that are specific to a particular event. During the inspection the school revised the proformas it uses when recording risk assessments to improve significantly their scope and focus. This is no longer a point to be addressed.

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	2015
Last full inspection	2015

Subsequent spot check (if applicable)	2016
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2012
Ownership	Name of company: Britannia School of English Company number: 8094842
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	28	40
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	28	40
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–48	18–60
Adult programmes: typical length of stay	4–12 weeks	4–12 weeks
Adult programmes: predominant nationalities	Italian, Spanish	Italian, Spanish

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers

TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	N/a
Total	1
Comments	
The DoS is TEFLQ, does not have a teaching timetable and works on a flexible contract of 16 hours per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualification	1
Total	3
Comments	
A rationale was accepted for the teacher without a qualification meeting Scheme requirements (see T2).	

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	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	28	N/a
Overall totals adults/under 18s	28	N/a
Overall total adults + under 18s	28	