

Organisation name	Cavendish School of English
Inspection date	24–26 June 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.

Summary statement

The British Council inspected and accredited Cavendish School of English, Bournemouth in June 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 large private language teaching organisation offers courses in general English for adults (18+) and young people (16+), for closed groups of under 18s (8+) and vacation courses for under 18s (8+) in school premises.

Strengths were noted in the areas of student administration, academic management, care of students, and leisure opportunities.

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

Introduction

Cavendish School of English (SoE) is a family-run business in Bournemouth. The parent company is based in Germany and the school has longstanding relationships with schools in Germany. Cavendish also owns a school in Valletta, Malta. Cavendish SoE was first inspected and accredited in 2008. The last full inspection was conducted in March 2020, followed by a spot check in 2023. For this inspection, all courses run at the Bournemouth school were inspected including year-round courses for adults and young people (16+) and closed groups of under 18s. Vacation courses for under 18s were starting the week following the inspection. Other courses for under 18s offered on separate sites during holiday periods are not included in this accreditation. During the week of the inspection, there were 17 students studying on the courses for adults and young people (three of them were under 18), and 237 junior students studying as closed groups from Germany. Starting times and breaks are staggered so that the adult and junior courses are run completely separately. The two sets of students do not share the common areas at the same time. All of the classrooms used by adults are in House C which is for adult students only. Adults have a separate reception from that for junior students.

The inspection lasted two and a half days. Two inspectors spoke to the managing director, the operations director (OD), the director of studies (DoS), the assistant director of studies (ADoS), the accommodation officers, the site manager, the marketing manager and the marketing administrator. Focus group meetings were held with a group of adult students and a group of under 18s, a group of teachers, and three group leaders. One inspector visited three homestays remotely and two residences in person. The lessons of twelve teachers were observed, all those teaching during the week of the inspection except one teacher who was not teaching on the days of the inspection.

Address of main site/head office

63 Cavendish Road, Bournemouth, Dorset BH1 1RA

Description of sites visited/observed

The school is located in a residential area of Bournemouth, close to the town centre. There are three detached buildings, known as House A, House B and House C, connected by footpaths. House A contains 16 classrooms for use with junior students, a conservatory/kitchen area, the main reception, a sickbay, a library, a staff room, student computer room, a multi-function room which is used as a staffroom during the day and for social activities for students in the evenings, and a number of offices. There is also a 'print room' in the basement where school-produced materials are printed. There are separate toilets for staff and students. House B is used for overflow from Houses A and C and contains nine classrooms. There are also two academic offices as well as the teachers' room and a number of other administrative offices. House C contains five classrooms for use with adult students. There is also an area inside the entrance with computers for the use of adult students. There are two toilets in this building. All three buildings have a number of vending machines providing snacks and drinks. The outdoor space includes a parking area, an area with artificial turf where a marquee is erected in summer, outdoor seating and a themed 'London' area with a double-decker bus, black taxi, and a kiosk which serves food in the summer.

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

Comments

The school offers courses year round for adults and young people (16+) as well as closed groups. The school also offers vacation courses for under 18s. These vacation courses are for students between the ages of 8 and 17 with the minimum age ranging from 8 to 13 depending on the time of year and the course. There is a separate summer course for 16 to 18-year-olds.

Management profile

The OD reports to the two managing directors, one of whom is based in the school; the other is in Germany where the parent company is based. The OD line manages the DoS, and all other non-teaching staff including the accommodations, accounts, IT and marketing teams. The DoS in turn manages the teaching team with the assistance of the ADoS. The ADoS is responsible for the junior and adult teaching teams respectively.

Accommodation profile

The school offers homestay and residential accommodation. There are currently 213 hosts who accept under 18s and 30 who accept adult students. During July and August, the school takes sole use of a university residence around 8 minutes' walk to the school for around 200 students under the age of 18. During the academic year, there are 7 residences the school offers to adult students.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision, in all respects, operates clearly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Management and administration systems are well-established. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a safe comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

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

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security and information. Students benefit from appropriate student services, including, very well managed pastoral care and leisure programmes. *Care of students & Leisure opportunities* are areas of strength.

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.

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.	Met
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

All criteria in this section are fully met.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength

M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 A comprehensive suite of detailed human resource policies is in place, created with expert third-party input and made known to staff at appointment.

M11 Detailed and supportive induction procedures ensure new staff are properly introduced to the organisation and its culture. The most recently appointed member of staff in the focus group felt the induction procedure to be helpful and thorough.

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.	Met
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.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 All staff working with students are friendly, knowledgeable and approachable, demonstrating very good levels of customer care. Students in the focus group expressed their very real appreciation of the service and support they receive from all staff in the school and evidence of positive feedback from students and agents was seen.

M16 All student records were effectively completed, up to date and readily accessible. Enrolment, cancellation and refund procedures are clear, available on the website and, when necessary, explained to students and their representatives in their first language.

M18 The attendance and punctuality policy is explained to students very clearly at induction, reinforced in the student handbook and adhered to. Absence and lateness are recorded, poor attendance is flagged and follow-up action taken.

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.	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.	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.	Not met

Comments

The main medium of publicity is the school's website with downloadable brochures.

M28 An old version of the accreditation marque was displayed in the school. This was replaced during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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

P1 Comprehensive policies, procedures and risk assessments are in place to ensure the safety and security of students and staff throughout the school. High levels of training are provided for fire marshals and expert external advice informs both the policies and practices.

P4 Students have a dedicated canteen equipped with board games where they can relax and mingle outside class times. A large marquee provides additional space in the summer months as well as several outdoor seating areas.

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 criteria in this section are fully met.

Teaching and learning

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

Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T5 Cover arrangements are very good: a teacher is always timetabled to provide cover and both academic managers are also available to cover classes if necessary. T7 The academic induction of new teachers is thorough, personalised and includes the opportunity to observe a class before starting. The newest teacher to be employed at the school felt that his induction had been comprehensive and prepared him well for his role. T8 Arrangements to ensure day-to-day support and guidance for teachers are good and include regular meetings to exchange ideas about how to deal with specific issues identified by teachers. Teachers spoke very highly of the support and advice they received from the academic managers.	
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 section are fully met.	
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.	Met
Comments	
All criteria in this section are fully met.	

Classroom observation record

Number of teachers seen	12
Number of observations	13
Parts of programme(s) observed	All

Comments

All teachers teaching on the inspection days were observed. One teacher was observed twice so that all courses 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.	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.	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 Clear models of target language were seen in most classes with new vocabulary illustrated, explained and exemplified with examples appropriate to students' levels.

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

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

T22 Teachers generally used a range of techniques, including elicitation, nomination and concept checking.

T23 Classroom seating arrangements varied with some desks arranged in a horseshoe, whereas in others students sat in rows. Teachers generally used whiteboards satisfactorily and managed the classroom environment effectively.

T24 Exercises and activities were corrected, but in a few segments opportunities were missed to pick up on students' spoken errors and to provide follow-up practice. Teachers gave frequent encouragement and praise but on occasion students could have been challenged further.

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

T26 Generally teachers created a positive learning atmosphere and showed sensitivity to individual students. Students were generally engaged in the activities and their learning.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Strength
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 The plan to respond to any emergency, both on and off site, is very comprehensive, practical and sensible and relates closely to the school context. The requirements are made known to staff, students and group leaders in an appropriate manner.	
W5 Students are given detailed information in a timely fashion, appropriate for their age and length of course: at induction, in handbooks, and by means of an app via which information specific to each student is available.	
W6 The school provides detailed information on healthcare, highly appropriate to students' length of stay. A member of staff is always available to accompany under 18s should they require to see a medical professional. The school premises has its own sickbay.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Not 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	
W7 Although the vast majority of accommodation provides a comfortable living environment for students, one homestay was found to be routinely hosting three students in a room with only two beds (a king and a single).	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this sub-section are fully met.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this sub-section are fully met.	
Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met

W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W19 Students receive very good information about social, cultural and sporting events and activities in the local area through regular emails and a display within the school. Activities promoted are highly relevant to the student profile.	
W20 The different leisure programmes offered are well suited to the age and profile of the students, their length of stay and their main reasons for studying in the UK. For the students on adult courses the academic sessions offered as part of their leisure programme are very useful and well attended.	
W21 All activities within the leisure programmes are very well organised and resourced. Excursions are well-prepared, staff are knowledgeable and well briefed. Detailed plans are in place for all activities.	

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.	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	
At the time of the inspection there were 233 students under the age of 18. 230 of these were in closed groups and 3 students aged over 16 were on adult courses. At peak the numbers of under 18s is 307.	
S2 The safeguarding policy is shared with all relevant stakeholders. Levels of safeguarding training throughout the organisation are very good with all staff having completed basic awareness, many with advanced awareness and the designated safeguarding lead and designated safeguarding persons with specialist training.	

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .
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
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First inspection	July 2008
Last full inspection	March 2020
Subsequent checks/visits (if applicable)	2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Summer Centre (Thornton College) – EFL Summer General English with Activities

Private sector

Date of foundation	1983
Ownership	Name of company: Cavendish School of English Company number: 03010012
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	14	53
Full-time ELT (15+ hours per week) aged 16–17 years	3	10
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	7	6
Part-time ELT aged 16–17 years	46	18
Part-time ELT aged under 16 years	184	220
Overall total ELT/ESOL students shown above	254	307
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–25	16–25
Adult programmes: typical length of stay	8 Weeks	4–6 Weeks
Adult programmes: predominant nationalities	German, Saudi Arabian	German, Saudi Arabian, Omani
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	8-17	8-18
Junior programmes: typical length of stay	6 Days	7-14 Days
Junior programmes: predominant nationalities	German, Saudi Arabian, Omani	German, Saudi Arabian, Omani

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	13	15
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	11	
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	1	

Academic manager qualifications profile

Report expires 31 March 2030

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	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	4
TEFLI qualification	7
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	1
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	1
Total	13
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	13	237
Private home	0	0
Home tuition	0	0
Residential	1	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	17	237
Overall total adults + under 18s	254	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W7 have been addressed.