

Organisation name	Central Language School Cambridge
Inspection date	24–25 May 2022

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.

Summary statement

The British Council inspected and accredited Central Language School Cambridge in May 2022. 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+) in school premises.

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Central Language School Cambridge was founded as a charitable trust in 1996 by a group of Christians wishing to establish a Christian language school in Cambridge. The school promotes its ethos but welcomes students of all faiths and none. Most students are recruited directly with a high percentage of them coming as a result of personal recommendation. The maximum class size is ten students.

The former principal retired in September 2020 and her role was split between the director of studies (DoS) and the business manager. The part-time accommodation officer also left employment in 2020, as well as a small number of teachers.

This compliance-only inspection took the equivalent of one day and a part day over two days and was conducted remotely. Meetings were held with the DoS and the business manager. Separate focus group meetings were held with teachers and students. Both teachers timetabled to teach during the inspection were observed by both inspectors. The inspectors were sent a video tour of the premises in advance of the inspection, and one inspector carried out remote visits of two homestays and spoke to two hosts.

Address of main site/head office

41 St Andrew's Street, Cambridge CB2 3AR

Description of sites observed

The school is located in a building adjacent to St Andrew's Baptist Church in central Cambridge. The entrance to classrooms is through a door at the side of the church and up a set of stairs. On the first floor there are two classrooms. There is a social area at the back of the larger classroom with a sliding door opening up to merge what used to be a separate social room. The smaller classroom has a self-study area for students and also houses the school's teaching resources. On the third floor, an attic room is used as a classroom during peak summer months. There is a lift between the ground and first floors. The church hall at the rear of the first floor is hired by the school for social and sports activities when required. The hall has a stage and a kitchen. The two school offices located on the first floor are reached by a separate staircase from the ground floor. There are unisex toilets on the ground and first floors.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 morning courses of 15 hours per week, Monday to Friday, and general English afternoon courses of six hours per week, Tuesday to Thursday. Students requiring an intensive programme can enrol on both courses, making a total of 21 hours' tuition per week. One-to-one tuition is occasionally offered but was not running at the time of the inspection.

Management profile

The school is a charitable trust, overseen by a board of trustees and run by the DoS and the business manager. The DoS is responsible for the academic programme and managing the teachers, and is supported by the senior teacher. The business manager coordinates day-to-day non-academic management including welfare, admissions and enrolments, finance, accommodation, marketing and the leisure programme.

Accommodation profile

The school offers various categories of homestay accommodation: half board, bed and breakfast and self-catering. Fewer than 40 per cent of the students at the school use homestay accommodation. Most students either stay with family and friends or rent their own accommodation. The list of registered hosts is comparatively small and many of the hosts have been with the school for many years. There is a good degree of loyalty to the school as many hosts do not accept students from other organisations.

Summary of inspection findings

Management

The provision meets the section standard. The college has very clear goals and values and sound quality and review procedures. Staff management is efficient and there are effective channels of communication at all levels. There is good human resources support and development for staff. Student administration is mostly carried out effectively with care and attention to the needs of students, and publicity is very clear and realistic. The management of the provision operates to the benefit of students.

Premises and resources

The provision meets the section standard. The premises are maintained adequately and are well equipped, providing a comfortable environment for study and relaxation. There are ample appropriate resources available and guidance on their use is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic programme is well managed and delivered by the well-qualified academic team. Course design is appropriate and meets the needs of the students. There are good opportunities for students to practise and develop their English language skills inside and outside of the classroom. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are met and students benefit from a high standard of welfare support. The accommodation provided is very good and communications are managed effectively. Students are made aware of local social and cultural activities and an appropriate programme of activities is available.

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.	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

The goals and values of the school are very clearly articulated by managers, as well as being expressed within school documentation. Objectives are appropriately focused, monitored and measured. The structure of the organisation is clear and communicated to all stakeholders, so that everyone knows who is responsible for particular areas. Communication is effective and is both formal and informal. Staff and student feedback is collected and recorded effectively and acted upon appropriately.

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.

Not 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

Human resources policies and practices are appropriate and in place, including detailed up-to-date job descriptions and signed contracts. Recruitment procedures are effective in the main, although one staff file was found to only have one reference. Induction is thorough and recorded. Appraisal processes are clearly laid out in handbooks, implemented appropriately and are both developmental and target based. All staff are given opportunities for continuing professional development.

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.

Not 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.

Not 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

Feedback indicates that students are very happy with the levels of customer service provided by the school. They receive useful information and advice on their course choices through the website and through personalised communication. Enrolments and cancellations are carried out efficiently, and are supported by an effective IT system, ensuring that enrolment records are up to date and accurate. Records of local and emergency contact for students are kept, but at the time of inspection, two students were missing an emergency contact. This was rectified during the inspection, and is therefore no longer a point to be addressed. In addition, enrolment records do not show whether or not the emergency contact speaks English, and this remains a point to be addressed. The policy on attendance is not clear about how absence is followed up. Complaints procedures are appropriate and made well known to students.

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.	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.	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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website, which is managed by the business manager. There is also a brochure, which is only given to visitors to the school, and a social media presence which mostly features leisure activities and end-of-course photographs.

Publicity is very clearly and accurately written and gives rise to realistic expectations throughout.

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.	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

A virtual and live remote tour of the building showed that the premises are in an adequate state of repair and decoration. Students and staff confirmed that they provide a comfortable environment for work and relaxation. The school has made the most of the space available. Signage and noticeboards are attractively presented, and they provide students and visitors with useful information.

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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Resources for teachers and students are in good supply and are suitable for both groups. Teachers commented very favourably about the resources available to them. There is sufficient technology inside the classrooms, it is well maintained, and staff receive good training in how to use it. Independent learning resources are made available to students, and they are given good guidance on how to use them. There is an appropriate resources review cycle in place, which takes student and staff feedback into account.

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

The academic staff are well qualified with a good range of experience which is well matched to the needs of the students. The academic manager is TEFLQ and is effectively supported by a TEFLQ senior teacher.

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.	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

Teachers are well matched to courses and supported to work with the classes they are assigned to. The timetabling of teachers and cover arrangements are formalised and effectively carried out by the DoS. While continuous enrolment is managed adequately in the classroom, advice and support in this area for less experienced teachers should be increased. There is very effective day-to-day support available to teachers both from the DoS and the senior teacher. Observations are carried out regularly and provide teachers with useful developmental feedback.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	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.	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.	Met
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.	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.	Met
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Comments

Course design is clearly understood by the academic team, and teachers are provided with appropriate guidance in their handbook and from the DoS and senior teacher. There is a clear rationale for course design, and it fits with the needs of the students. Schemes of work are developed and shared with students with very clear student outcomes identified. While lessons do incorporate the development of independent learning strategies, they are not specified in the scheme of work.

Learner management	Met
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.	Met
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.	Met

Comments

Placement testing is carried out effectively, and there are good systems in place for monitoring and recording students' progress. Records of student progress are utilised to monitor students where they might change levels or enter for examinations, as well as for planning and reporting purposes. Students receive excellent learning support from the academic team who ensure their academic welfare, they spoke very positively of the support given to them by their teachers. In addition, students receive good advice in regard to examinations, and can be advised appropriately if considering further or higher education options.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English

Comments

Two of the four teachers teaching during the week of the inspection were observed. The two other teachers were not teaching at the time of inspection.

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.	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 modelled language accurately and explained meaning and form clearly with highly relevant examples.

T24 Lesson plans included and incorporated detailed and useful student profiles which demonstrated a deep understanding of individuals' strengths and needs.

T25 Learning outcomes were very clear, focused on students, were shared with students at the start of the lesson, and referred back to during the class. Lessons and learning moved from the known to the unknown offering a developmental supportive framework for learning.

T26 A wide range of techniques was used confidently by teachers to meet the needs of the students, and to maximise their learning opportunities.

T27 Teachers demonstrated excellent management of resources. The coursebook was used highly effectively, and did not dominate classes, students were paired and grouped seamlessly and appropriately, and all materials were well managed.

T28 Error correction was used consistently throughout classes, and a range of correction techniques was used confidently, including self, peer, teacher and delayed correction as well as some highly effective use of praise and prompting.

T29 Lessons were mostly made up of short tasks with assessments integrated into them. In addition, there was regular integrated concept checking and a good variety of activities where students could experiment with newly learnt language.

T30 Students were engaged throughout, and teachers consistently demonstrated a warm professional manner. There was a very good balance of student and teacher talking time, and teachers listened and responded to student language attentively.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from very good to good with the performance against the majority of criteria being very good. Teachers demonstrated sound grammatical awareness and provided excellent clear, relevant models of the language. Lesson content was well pitched to the needs and cultural background of the students and led to very clear student-focused learning outcomes. The techniques used were wide ranging, appropriate, and confidently used and resources were managed highly effectively. Teachers had given thought to the evaluation of learning, gave valuable constructive feedback to learners and created an extremely positive learning atmosphere.

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.	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

Comprehensive risk assessments and fire safety measures are in place at the school and students receive a very high level of pastoral care and support through clear simple systems. There is a major incident plan, but it lacked detail on locating and communicating with students in the event of a major incident in their locality. When this was brought to the attention of management, they amended the information provided so this is no longer a point to be addressed. Policies to promote tolerance and respect are readily available and written in accessible language. Relevant aspects of life in the UK are covered including access to adequate health care information.

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

Comments

The accommodation provided is of a very high standard. All accommodation is checked by the business manager before students are placed. Communication with students and hosts is detailed and timely. Students commented very positively on the warmth of the welcome they received from hosts. Communication systems run smoothly.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this subsection are fully met.

Accommodation: other

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

Comments

None.

Leisure opportunities

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.	Met
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

A modest but suitable programme is available, and all aspects are well-managed. Teachers and management are involved in accompanying students on social activities and this was appreciated by students and staff. Risk assessments are in place.

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	2005
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
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	1996
Ownership	Name of company: Central Language School Cambridge Charity number: 1056074
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	N/a

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	17	30
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	6	10
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	23	40

Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	4–8 weeks	2–4 weeks
Adult programmes: predominant nationalities	None currently predominant	None predominant

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	5
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
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	0
Total	1
Comments	

The DoS was teaching five hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3
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	5	0
Private home	0	0
Home tuition	0	0
Residential	0	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	10	0
Staying in privately rented rooms/flats	8	0
Overall totals adults/under 18s	23	0
Overall total adults + under 18s		0