

Organisation name	CLAN Language Schools, Edinburgh
Inspection date	17–18 July 2025

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 accreditation with a spot check in the first 12 months.

**Summary statement**

The British Council inspected and accredited CLAN Language Schools, Edinburgh in July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+) and vacation courses for under 18s.

Strengths were noted in the areas of student administration, premises and facilities and academic management. The inspection report stated that the organisation met the standards of the Scheme.

**Introduction**

CLAN Language Schools was formed in November 2023. The chief executive officer (CEO) has made reference to a year-round school in development in Edinburgh city centre to establish a year-round provision and, at present, uses rented office space in Edinburgh, leasing other centres as required. CLAN intends to run seasonal centres and bespoke courses in other UK locations as well as Edinburgh. The school has had some individual students, both online and in-company, since the provisional inspection in May 2024. The first summer courses ran this year at Edinburgh College Milton Road campus for groups and individuals aged 7–17, adults (18+) and young people (16+).

The inspection took place over one and a half days. The two inspectors held meetings with the CEO, the head of operations and customer experience, the head of commercial performance (remote meeting), the head of academic development and delivery (academic manager) the accommodation and leisure manager at Edinburgh College, two activity leaders and one group leader. Focus group meetings were held with teachers and students. The three teachers timetabled, including the academic manager were observed individually by both inspectors in the

classroom at the same time. One inspector visited the residential accommodation and spoke to a member of staff at the accommodation agency registered with the British Council.

**Address of main site/head office**

21 Young Street, Edinburgh EH2 4HU

**Description of sites visited/observed**

The one site in use at the time of inspection was Edinburgh College, Milton Road campus, 24 Milton Road East, Edinburgh EH15 2PQ. The campus is located in the east of Edinburgh within easy reach of Portobello and Musselburgh seaside areas and on bus routes to Edinburgh city centre. At the time of the inspection CLAN language schools had the use of several classrooms, a large room for staff, residential accommodation, grounds and outdoor seating areas and the college dining room.

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

**Comments**

General English classes for juniors (7–17) and general English classes for adults (18+) and young people (16+) for closed groups and individuals were running at the time of the inspection. Students can opt to have classes only or classes and an afternoon social programme. Year round, general English classes (16+), online, in-company and tailor-made courses are offered on demand.

**Management profile**

The CEO is the overall head of the company. He is supported by the head of academic development and delivery (academic manager), the head of operations and customer experience and the head of commercial performance based in India. All roles report to the CEO.

**Accommodation profile**

The school offers both homestay and residential accommodation. The homestay provision is arranged by an accommodation agency registered with the British Council. The school has use of one floor of a residential accommodation block, offering single and twin rooms and a dedicated common room on the same floor, as well as a shared communal space on the ground floor.

**Summary of inspection findings**

**Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates clearly to the benefit of the students, and very evidently in accordance with the provider’s stated goals, values, and publicity. Management and administration systems are efficient and effective. *Student administration* is an area of strength.

**Premises and resources**

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very 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. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic manager 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. Programmes of learning are well managed to the benefit of the students, and 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. The needs of the students for security, pastoral care, information and leisure activities are met, although risk assessments for the leisure programme are overly generic. Students benefit from well-managed student services, including, out-of-class activities and suitable accommodation.

### 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. Suitable arrangements to ensure the safety of students in residential accommodation are lacking.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	Strength
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

M4 Good use is made of a range of channels, including social messaging apps, video conferencing and collaboration platforms to ensure communication is clear and efficient. All staff spoken to felt they were kept well informed and that communication across the organisation was very effective.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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
<b>Comments</b>	
M11 Clear, detailed and supportive induction procedures ensure that staff are welcomed into the organisation and are well prepared for their role. Both activity staff and teaching staff commented on the thoroughness of their induction.	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
<b>Comments</b>	
M14 All staff working with students are friendly, knowledgeable and approachable, demonstrating very good levels of customer care. Students and the group leader spoken to expressed their appreciation of the service and support they receive from all staff in the school.	
M15 Students and their representatives are given comprehensive personalised information about courses before they enrol and evidence was seen of swift communication by a variety of channels in response to any questions or requests for further information.	
M16 The organisation has excellent enrolment systems and clear procedures on payment and refunds. Information on student enrolment is easily accessible by key staff. Records sampled contained detailed information.	
<b>Publicity</b>	
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
The main medium of publicity is the website with downloadable brochures.	
M23 Course information was not easy to find on the website. This was amended at the time of inspection and is no longer a point to be addressed.	
M25 Information about the level of care and support given to under 18s was not clear on the website. This was amended at the time of inspection and is no longer a point to be addressed.	

## Premises and resources

<b>Premises and facilities</b>	<b>Area of strength</b>
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### **Comments**

P2 College premises are of a very high standard: clean, attractively decorated and well looked after with plenty of circulation space.

P3 Classrooms and other learning areas are also of a very high standard. All classrooms are bright, well furnished and decorated and well equipped, providing a very suitable learning environment for students.

P4 Students have plenty of room to relax and socialise in, including the college refectory, multiple comfortable seating areas and outdoor seating areas.

P5 Signage is very clear; CLAN branded information displays and banners create a real sense of CLAN identity.

<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### **Comments**

All applicable criteria in this section are fully met.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Area of strength</b>
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	Met
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.

<b>Academic management</b>	<b>Area of strength</b>
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met

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

T6 Teachers are given a starter pack which includes useful strategies and practical guidance for dealing with continuous enrolment.

T7 The academic induction of new teachers is thorough and personalised. New teachers receive a paid-for two-day induction to introduce them to the organisation and prepare them for their roles.

T8 The academic manager and the teachers share a staffroom allowing for a great deal of informal daily support. Designated time after classes enables teachers and the academic manager to work together to discuss lessons and strategies

#### 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 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.	N/a

#### Comments

All criteria in this section are met.

#### Classroom observation record

Number of teachers seen	3
Number of observations	3
Parts of programme(s) observed	All

#### Comments

The academic manager was observed teaching. Teachers were observed jointly by both inspectors.

#### 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.	Not met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

### Comments

T19 Teachers provided accurate models of spoken and written English and generally provided clear explanations in language appropriate to the students' level.

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. Instructions were given but not always checked for understanding. At times there was an over reliance on teacher explanation and very few opportunities created for students to speak.

T23 In the best segments seen there was competent use of educational technology and course materials projected and used well. Seating arrangements were controlled, and good pairing and grouping was seen in some segments.

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

T25 Lessons generally 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

<b>Care of students</b>	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

### Comments

W2 Procedures in place to ensure students receive good pastoral care include a robust reporting system and a welfare communication group. All staff and students are aware of the named person who is responsible for welfare.

<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met

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

#### Comments

All criteria in this section are met.

#### *Accommodation: homestay only*

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this sub-section are fully met.

#### *Accommodation: other*

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

#### **Leisure opportunities**

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

#### Comments

W21 Activities and excursions are very well organised. Staff are provided with well thought out itineraries, plans, information on the activity or excursion and given detailed briefings.

W22 Risk assessments for excursions are overly generic and lack advice on how to respond to situations where students are at risk.

W23 Activity staff are very well inducted. Constructive observations with feedback sessions take place, as well as detailed appraisals.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	Not 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 16 students under the age of 18, which is representative of the number at peak.

S7 Inspectors found that in the weeks leading up to the inspection the school had been sharing a floor of the residential accommodation block with another provider and suitable arrangements to ensure the separation of students under the age of 18 from unknown adults connected to the other organisation had not been made.

#### 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	28 May 2024
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Provisionally 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	27 November 2023
Ownership	Name of company: CLAN Language Schools Company number: SC790544

Other accreditation/inspection	N/a
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### 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	Year-round school is in development but not currently available. Once available, an inspection will be requested.

### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	6	6
Full-time ELT (15+ hours per week) aged 16–17 years	6	6
Full-time ELT (15+ hours per week) aged under 16	10	10
Part-time ELT aged 18 years and over	2	2
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>24</b>	<b>24</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18+	18+
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Italian	Italian
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian	Italian

### Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1

### Comments

The academic manager was teaching 15 hours in the week of inspection.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1

TEFLI qualification	1
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	2

**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	6	8
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	2	8
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	8	16
Overall total adults + under 18s	24	

**Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in W22 and S7 have been addressed. The evidence was subsequently submitted.