Inspection report

Organisation name	Cotswold International Language School, Cirencester
Inspection date	10–11 February 2026

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. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.

Summary statement

The British Council inspected and accredited Cotswold International Language School, Cirencester in February 2026. 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+) and under 18s, for closed groups of adults (18+) and under 18s, and vacation courses for adults (18+) and under 18s.

Strengths were noted in the areas of accommodation and leisure opportunities.

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

Introduction

Cotswold International Language School (CILS) was founded in 2002 by its owner and director. It moved to its current premises in May 2021. The school is based in Chesterton Manor, a large period house. In addition to her general management responsibilities, the school director acts as the academic manager and the activities manager. She is assisted by an accommodation and student welfare officer, an administrator and a senior teacher.

The school offers general English courses throughout the year to a small number of adult students. In the summer the school runs open-enrolment junior courses for 12 to 17 year-olds. The school also accepts closed groups throughout the year. Outside the summer, an increasing number of students come in mini-stay groups.

The inspection was conducted by two inspectors over one and a half days. The inspectors held meetings with the

owner director, the accommodation and student welfare officer, the senior teacher, and the administrator. Focus groups were held with teachers, students, group leaders and activity staff. All teachers working at the time of the inspection were observed. The inspection included a tour of the school premises. One inspector conducted a virtual visit to two homestays.

Address of main site/head office

Chesterton Manor, 2 Watermoor Road, Cirencester, Gloucestershire GL7 1JW

Description of sites visited/observed

The school is located in a period building within easy walking distance (two minutes) of Cirencester town centre. CILS has sole use of the building, which comprises seven classrooms, a dining room with a tuck shop, a student lounge, a staff room, a management office and a reception area. The outdoor areas comprise a garden with picnic tables and a car park.

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 year-round courses in general English to adults, but at the moment these are not running. Some adult students take one-to-one lessons. In the summer the school runs junior courses with an inclusive social programme and excursions. CILS also provides mini-stay courses for groups for most of the year. At the time of inspection there were two junior closed groups studying at the school with students aged between 11 to 16 years-old from Spain. They were on mini-stay programmes incorporating general English with activities and excursions.

Management profile

The management of the school is led by the school director, who was acting as both activities manager and academic manager at the time of the inspector. She is assisted by an accommodation and student welfare officer and a senior teacher.

Accommodation profile

The school offers and organises homestay accommodation with hosts in Cirencester and nearby villages. Under 18s are accommodated in twos or threes, some in single and some in twin rooms, and they are accompanied or transported to and from school by the hosts.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is generally effective. Feedback from students and group leaders is managed well, but feedback from staff is not formalised. Student administration is carried out efficiently.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and

professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning
The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are generally effective. Teachers receive good support, but not all teachers had been observed, and professional development opportunities are limited. Overall, the courses are managed to provide benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Accommodation* and *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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not 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

M1CILS has a very clear mission statement that inspires and summarises the work of the school. Policies and procedures are all in alignment with the school's mission and values.
M5 There are very good mechanisms in place for gathering and acting upon feedback from group leaders and students in a timely manner. This feedback is used to improve future programmes.
M6 Feedback from staff is sometimes obtained informally but not systematically. Any action taken on the basis of staff suggestions is not routinely recorded.

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.	Met

M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not 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.	Strength
Comments	
M12 Although there is an appraisal system in place, not all relevant staff have been appraised in the last year. M13 The CPD available for management staff is good. They have been supported to improve their professional sector-specific qualifications.	

Student administration	Met
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.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
M14 Informal and formal feedback clearly indicate that all staff provide excellent and helpful service to students, agents and group leaders. This high level of service was also confirmed by inspection focus group participants. M15 The school largely works through agents and group leaders. Detailed information about course options is in publicity and discussed in extensive email communication with agents, groups and individuals.	

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.	Met
Comments	
Publicity consists of a website and a social media site. All criteria in this area are fully met.	

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.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength

P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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	
P2 The premises, including the garden, provide a very attractive and very comfortable environment for both students and staff. P4 Students have a good number of places where they can relax and eat food, including classrooms, the dining room with tuckshop, the student lounge, and in the summer, in the attractive garden with picnic tables and blankets available.	

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	
P7 Overall, appropriate learning resources for all levels and ages are in place, but some of the photocopies used in classes were poorly reproduced and sources were not acknowledged.	

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 largely effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
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.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	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.	Not 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.	Not met
Comments	
T4 Timetabling works well; a wide range of factors are considered when allocating teachers and groups to particular classrooms. A buddy system is in operation when relevant, and inexperienced teachers are paired with more experienced colleagues. T8 Good day-to-day support is provided by the senior teacher and if required by the school director in their role as director of studies. This guidance is highly appreciated by teachers. T9 One teacher had not been observed and another not in the recent past. Summarising comments and action planning information had not been recorded in several observation reports. T10 Formal CPD had not been offered sufficiently frequently, and teachers were keen to have more in-house training sessions.	

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.	Strength
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.	Not met
Comments	
T12 There are clear strategies for helping students to use their language outside the classroom, such as survival skills lessons and classes to help students to communicate with their homestay hosts. T14 The very short weekly course outlines displayed on classroom walls are insufficiently detailed, and were not known to all students.	

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 area are fully met.	

Classroom observation record

Number of teachers seen	Five
Number of observations	Five
Parts of programme(s) observed	Morning lessons on the mini-stay closed group courses.
Comments	
None.	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met

T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not 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 In most lesson segments observed, teachers modeled effectively written and spoken language, and paid attention to phonological features. In a few cases, there were errors in spelling and unclear explanations. T20 Lesson plans varied in their length and their quality. Most were short and lacked detail, and a few warmer tasks were not clearly linked to the lesson topic. T21 In most lessons, teaching aims, when included, were not expressed as learning outcomes. T22 Teachers generally used a good range of techniques including nomination and checking instructions. Concept checking was missing in a few learning episodes. T23 Resources were generally managed effectively, including the use of large screens in classes. In one lesson segment, learning materials were not effectively exploited to engage students. T24 In most lessons, monitoring, correction and feedback were observed. Correction was generally appropriate and often linked to group and individual praise. T25 Short, appropriate evaluation tasks were seen in most lessons. T26 Students were engaged in most lessons and working purposefully in pairs or small groups. Personalisation was used in most lessons, and the balance of student talking time and teacher talking time was generally good.	

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Strength
Comments	
W2 There is a strong ethos of pastoral care at the school. All staff, hosts and group leaders are reminded of students' potential needs and there are clear reporting procedures in place. W6 The school has a good provision of first aid trained staff who are available to accompany students to health care providers, if necessary. Information on health care is clearly communicated with group leaders and homestay hosts.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W7 Student feedback is consistently positive about homestay accommodation. The two hosts visited remotely were fully aware of their responsibilities and provided a comfortable and welcoming environment for their students. W11 Student satisfaction with accommodation is monitored very closely, and records show that any issues arising are dealt with swiftly and appropriately. W12 Booking and cancellation arrangements are made very clear to homestays. Rules and terms and conditions are confirmed with all new bookings. W13 Student feedback was very positive on the food provided in homestays. Good guidance and support is provided to hosts accommodating students with additional dietary requirements.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

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.	Met
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.	Strength
Comments	
W20 A bespoke leisure programme is prepared for each group in consultation with group leaders. These include a wide range of activities and excursions that are appropriate to the age and interests of the students. Feedback from students and group leaders in this area was very positive. W21 The leisure programme is very well organised and enthusiastically delivered. Detailed briefings take place prior to all activities or excursions, including itineraries and risk assessments, and students' input and feedback is valued. W23 Activities are led by a team of knowledgeable and engaging staff who receive a comprehensive induction and ongoing training and support from the activities manager.	

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.	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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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.	Strength
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

For most of the year, the school currently only accepts students under the age of 18 on closed group courses. During the summer period individual students can enrol on open enrolment young learners' courses. At the time of the inspection there were two closed groups of students aged between 11 – 16 years, making a total of total of 61 students. All students were placed in homestay accommodation arranged by the school. At peak, the number of under 18s rises to approximately 90 students.

S4 Not all staff or homestay provider files contain all required documentation, including examples of safeguarding certificates that were out of date and not all staff having two references.
S5 Supervision of under 18s at the school is very well managed. A high ratio of staff to students and a team of experienced activity leaders ensure students are suitably supervised both on the premises and during activities.
S7 Accommodation for under 18s is very well managed. The person responsible for managing homestays is the DSL, homestay providers all complete basic safeguarding training and those visited as part of the inspection took this aspect of their role very seriously.

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	2009
Last full inspection	2022

Subsequent checks/visits (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	08.09.2022
Ownership	Sole Trader: Ella Cservenka
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	September
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	50
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	3	0
Part-time ELT aged under 16 years	58	39
Overall total ELT/ESOL students shown above	**62**	**90**
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	N/a	18–65
Adult programmes: typical length of stay	N/a	1 week
Adult programmes: predominant nationalities	N/a	Italian, Spanish
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	18	18
Junior programmes: typical length of stay	1 week	1 week
Junior programmes: predominant nationalities	Spanish, Italian	Spanish, Italian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	5	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	1	

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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments
These figures include the principal/academic manager and the senior teacher.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	4
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	5
Comments	
These figures include the senior teacher.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	61
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
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	1	61
Overall total adults + under 18s	62	

Items requiring early action
Evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.