

Organisation name	ECS Scotland
Inspection date	3–4 June 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.	N/a

Recommendation
We recommend continued accreditation.

Summary statement
The British Council inspected and accredited ECS Scotland, Edinburgh in June 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 and professional English for adults (30+). Strengths were noted in the areas of student administration, publicity, premises and facilities, academic management, care of students, and leisure opportunities. The inspection report stated that the organisation met the standards of the Scheme.

Introduction
ECS is a family-owned school, specialising in small group (maximum five) and individual tuition for adult students aged 30+. Programmes of study are bespoke but, in all lessons, there is a clear emphasis on the development of speaking and listening skills within the context of a designated topic area at a level that fits the needs and objectives of the group. The inspection took place over one and a half days. Meetings were held with the owner/principal, the two directors, and the senior teacher. A focus group was held with teachers and another with a group of students. All teachers timetabled during the inspection were observed. One inspector conducted two virtual visits with homestay hosts. Both inspectors stayed at the hotel that is recommended and monitored by the provider.

Address of main site/head office
17 Young Street, Edinburgh EH2 4HU

Description of sites visited

The school occupies a three-storey, Georgian house in a centrally located quiet street in Edinburgh. There are five classrooms, one of which is also used as a self-study centre (Shetland). On the ground floor, leading off the entrance hall, there is a relaxation area for all students and staff, and a resources and preparation room and kitchen. On the first floor, the main administration office which also serves as the principal's office, can also be used as a classroom. A further administration area is adjacent to this room. A ladies' toilet is located on the ground floor and a gents' toilet on the first floor.

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

Most students follow a group-based general English programme of 10 hours per week. The explicit focus of this programme is the development of speaking and listening skills. Combination courses are also available on fixed dates throughout the year, with students studying general English in a group for two hours followed by experiential off-site lessons taking place around Edinburgh: Experience Edinburgh, English and Yoga and Well-being, and English with Sketching. No coursebooks are used and all the teaching and learning materials are available from the extensive bank of resources that has been built up over time or are authentic topical materials relevant to the students' needs.

English for specific purposes (ESP) can be taken on a one-to-one basis, either in combination with the general or business English or entirely one-to-one tuition. ESP courses include business, academic, medical, and legal English. External examination preparation courses, including IELTS and OET preparation, are also offered as one-to-one options. The content and delivery of the one-to-one sessions is based on an individual needs analysis and can cover specialist subject-based tasks or the development of specific language skills. The school is a centre for external examinations in legal English skills.

Management profile

The owner/principal of the school is supported by her two daughters who are also directors and part-owners of the company. Areas of responsibility are defined and cover all aspects of the school management. The principal (TEFLQ) is responsible for the academic programme, and the other directors are TEFLI.

Accommodation profile

The school offers accommodation: in a local hotel two minutes from the school, and homestay accommodation with options that include private or shared bathrooms, bed and breakfast or bed, breakfast and three evening meals per week. Homestay is a maximum of 40 minutes door to door, whether by walking or including a short bus ride. At the time of the inspection just over half of the students were living in homestay and the remainder were staying in accommodation they had arranged independently.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Student administration is handled very efficiently, and publicity provides an accurate description of the range of courses and services provided. *Student administration* and *Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide staff and students with a very comfortable environment for work, study and relaxation. Resources for learning and teaching for all courses are of an appropriate standard and are reviewed regularly. *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 staff team has a professional profile appropriate to the context. Teachers receive good 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 met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students benefit from a very high level of pastoral support provided by a caring staff team. Homestay accommodation is well managed and suitable. Monitoring and checking are thorough. The leisure programme is thoughtful and tailored to meet student needs. It is led by a very experienced team member who has excellent local knowledge of the area. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

All criteria in this section are fully met.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Not 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	Met

good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M9 Not all staff had a job description.	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	

M14 All staff were seen to be extremely helpful and courteous, and this was confirmed by students at the focus group and feedback questionnaires. Staff are able to retrieve specific information on students quickly and efficiently.

M15 Comprehensive pre-course information is provided to prospective students. Very good support, guidance and advice is also offered during the course. Students at the focus group commented that their expectations had been exceeded on arrival at the school.

M18 The attendance policy is very clearly written, included in staff and student handbooks and explained on arrival. Attendance monitoring and detailed follow-up actions were seen and commented on by students attending the focus group.

Publicity	Area of strength
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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	N/a
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	

The website is the main medium of publicity. The school also has a social media presence on a number of platforms.

M21 The website has very clear descriptions and photos of the main features of the provision offered, including useful and informative video presentations. It is easy to navigate and clearly organised.

M22 The website is written in very clear and accessible English. Accurate translations are also available in five languages.

M23 Information on course content is clear, detailed and consistently presented across courses for comparison. Downloadable pdfs on specialist combination courses provide further accurate descriptions of course components and course aims.

Premises and resources

Premises and facilities	Area of strength
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 The school operates from a well-proportioned listed building. The premises are in a very good state of repair, attractively decorated and spotlessly clean, and there is plenty of circulation and storage space.

P3 Classrooms and other learning areas are also of a high standard. All classrooms are spacious, bright, well-furnished and decorated, and free from extraneous noise. They provide a very suitable learning environment for students.

P4 Free tea, coffee and biscuits are available during break times in a comfortable student lounge. Students at the focus group reported that this space provided excellent opportunities to relax between lessons and socialise with students and members of staff.

P5 Signage is very clear throughout the school. All rooms are clearly labelled, including classrooms which are named after Scottish islands. Noticeboards are strategically placed throughout the building, attractively designed and informative.

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.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this section are fully met.

Teaching and learning

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

Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context.

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
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.	Strength
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	

T4 Care is taken to match teachers appropriately to the courses they teach, taking teachers' strengths, experience and preferred working pattern into account as much as possible but also making sure that teachers gain experience in teaching across all levels and course types.

T5 Very good cover arrangements are in place. Detailed information about the class and the lesson to be taught is made available to cover teachers and all members of the senior management team are appropriately qualified to provide emergency cover when necessary.

T9 New teachers are observed within their first two weeks and encouraged to observe classes as part of their induction process; thereafter formal observations are carried out at least once a year. Teaching standards and expectations are clearly shared, and observation feedback includes areas for development and action plans. Teachers commented that observations were supportive and developmental.

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.	Met
Comments	

T12 All courses include a systematic integration of the local environment achieved through out-of-class activities which focus on aspects of life and culture in Edinburgh and Scotland. Lessons include "walk and talk" activities which encourage students to engage with each other and members of the local community.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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	

T15 There are very effective placement procedures in place, including an oral interview and needs analysis with the principal. Placement is thorough and carried out sensitively, taking any additional learning or pastoral needs into account.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	All (including Experience Edinburgh)
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.	Strength
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.	Strength
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.	Strength

Comments
T19 Relevant, concise and memorable explanations were provided by all teachers. Student questions were handled sensitively and examples were contextualised. T20 Topics and materials were appropriate to the needs and interests of the students and lessons were well planned, with realistic timings. T21 Intended learning outcomes were shared with students at the beginning of lessons and were fully explained in the stronger segments. T22 Teachers demonstrated a broad range of teaching techniques with confidence. These included effective elicitation, nomination and prompting, and students were given time to generate ideas or formulate answers to specific questions, either individually or in pairs. T23 Classroom management was mostly effective. Whiteboards were well organised; materials were free of errors and students were grouped well. T24 An appropriate range of feedback was observed, including on-the-spot and delayed error correction. There were, however, some missed opportunities for the correction of pronunciation. T25 A series of short assessment activities were included in all lessons to enable teachers to evaluate learning. T26 Students were actively engaged in all lessons, often helped by a high degree of personalisation of materials and activities. Teachers had developed a very good rapport with their learners and lessons had pace, variety and a wealth of opportunities for genuine communication between students. Lessons were professional and purposeful.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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	
W1 A very clear and thorough emergency plan is in place together with practical supporting systems and documentation. For example, the school has a succinct summary page that forms part of the pack used for off-site Edinburgh experience activities and social programme events. W2 Pastoral care is of a very high standard with comprehensive student assistance from the school team. Students receive individual pre-course induction briefings and are reminded via handbooks and posters about how to seek help with any personal problems. Students spoke highly of the care afforded. W6 Clear information is displayed. All current teachers are first aid trained. Students receive relevant information and extensive support, including for example, being accompanied to hospital for x-rays and treatment in the event of unforeseen accidents.	
Accommodation (W7–W18 as applicable)	Met
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.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W7 Students benefit from very comfortable accommodation and a warm welcome from hosts. The accommodation seen during the inspection was of a high standard and student feedback consistently indicated that provision was very good. W9 Regular checks are carried out, and the database contains comprehensive information on the host, the home, and previous student feedback. The school has a long-term relationship with its homestay hosts which aids effective student placement. W10 Confirmation documentation is very thorough and includes, for example, a personalised pen-portrait of the host with accompanying photographs of the home and facilities.	
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 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.	Met
Comments	
The relevant criterion in this section are fully met.	
Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength

W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 A wide range of information is made available to students, and they receive considerable individual support and assistance for example, booking special local events. Student feedback on the services offered was very positive.

W20 A thoughtful and tailored programme is in place including good provision for wet weather eventualities.

W21 Students are consulted about the activities they would like to do, and the leisure programme organiser knows the client group and the area extremely well.

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 Sampling identified the following issue: all current teaching staff are treated as independent contractors; the school should seek further advice from the relevant statutory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	1998
Last full inspection	2022 (Compliance)
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	1995
Ownership	Name of company: EC Scotland Ltd (T/A ECS Scotland) Company number: SC426926
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	9	16
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	9	16
Adult programmes: advertised minimum age	30	30
Adult programmes: typical age range	45–65	45–65
Adult programmes: typical length of stay	1-2 weeks	1–2 weeks
Adult programmes: predominant nationalities	German, French, Swiss, Czech	German, French, Italian, Czech
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

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 principal/academic manager is not scheduled to teach but is available for cover.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	2
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*	1
Total	4

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	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	4	N/a
Overall totals adults/under 18s	9	0
Overall total adults + under 18s	9	

Items requiring early action

N/A