

Organisation name	English in Totnes
Inspection date	8–9 June 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S6 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited English in Totnes (EiT) in June 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of staff management was noted.

Introduction

English in Totnes (EiT) was founded in 1980 as the Totnes school of English and was first accredited in 1988. EiT offers year-round courses for adults and juniors in the centre of Totnes. The owner-director has been involved since the school's foundation.

This compliance-only inspection, part of which was conducted remotely, took the equivalent of a day and a half over two days. The half day was conducted remotely, and both inspectors were on site for the following day. The inspectors held meetings with the director, the non-executive director, the director of studies (DoS) and the school manager. A focus group meeting was held with two teachers, and another with a group of students. There were two teachers teaching during the inspection and each was observed once by each inspector. One inspector conducted two virtual meetings with homestay hosts.

Address of main site/head office

Gate House, 2 High Street, Totnes TQ9 5RZ

Description of sites

The Gate House is a listed building located in the centre of Totnes, with one classroom bridging the High Street. EiT currently shares the building with a number of local businesses to whom they are leasing office space. Entrance is gained from the ground floor via an intercom system. Stairs lead immediately to the first floor where there is a reception area. This is where all EiT staff work and prepare. There is also a classroom (leased 3 days a week) and a student lounge with an exit to a yard with additional seating. On the second floor there are two classrooms, two more rooms and an office space that are all currently leased, and a kitchenette. On the third floor, there are three rooms that are also leased, as is a mezzanine space above this. For the month of July, EiT will reoccupy all rooms currently leased on the first to third floors. There are toilets on each floor.

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

Comments

Year round EiT offers open-enrolment General English courses for adult students as well as examination preparation classes. A number of English plus courses are also available year round, whilst others are only offered at certain times. EiT also offers courses for mature students (50+) on fixed dates throughout the year.

Management profile

The director is responsible for the day-to-day management of the school. The non-executive director currently assists them one day a week. The school manager and the DoS both report to the director. The DoS manages the teaching team.

Accommodation profile

The school currently has a database of around 91 homestays of which 13 are active. Adult students can choose full board, half-board or self-catering accommodation. Junior students are offered full board homestay accommodation or accommodation with their parents in holiday cottages. At the time of the inspection 18 students aged between 18 and 70 were in homestay accommodation. Four homestay hosts had two students each. One student had arranged accommodation independently.

Summary of inspection findings

Management

Overall, the provision meets the section standard. Organisational values are clear and well known to students and staff. Communication within the school is satisfactory. Suitable HR policies are in place, but a number of issues remain with staff management and development. Student administration procedures are effective, and students receive a high level of customer service. Publicity is accurate and gives rise to realistic expectations. There is a need for improvement in *Staff management*.

Premises and resources

The provision meets the section standard. The school building provides a clean and well-appointed environment for both students and staff. Systems for ensuring the provision of up-to-date teaching resources are not always effective, but educational technology is well maintained.

Teaching and learning

The provision meets the section standard. The profile of the academic team is entirely suitable and procedures for the support and management of teaching staff are effective. Course design is generally appropriate but a systematic focus on study and learning strategies is missing. Students are well supported in their learning. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are met. The homestay accommodation provided is suitable and appropriate systems are managed effectively. Students are made aware of local social, and cultural events and a suitable range of leisure activities is offered.

Safeguarding under 18s

The provision meets the section standard. A safeguarding policy is in place and relevant training is provided to staff and homestay hosts. Students are suitably supervised during lessons and accommodation for under 18s is well managed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

A very clear statement on goals and values is in place and is central to how EiT operates. The structure of the organisation is in place with sufficient staff to handle the current level of provision. Communication is effective with both formal and informal channels. Feedback systems for students are good but more formal mechanisms for obtaining staff feedback are missing. The self evaluation was completed in great detail and quarterly management meetings provide evidence that EiT reviews its systems with a view to continuing improvement.

Staff management and development	Need for improvement
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	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.	Not met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Appropriate HR policies are in place and staff spoken to felt valued and well supported. Although job descriptions are in place for all positions, there was no evidence of review. Recruitment procedures are effective, but no records of induction were seen. Permanent staff all receive annual appraisals, but teachers do not. Records of continuing professional development show a suitable range of development opportunities offered.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Student feedback both on record and in the focus group showed that students are very happy with the level of care and support they receive from EiT staff. Enrolment, cancellation, and refund procedures are flexible and fair, and the student records sampled were up to date. Conditions under which a student may be asked to leave are made clear to staff and students, and information on how to make a complaint is provided.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Publicity comprises a website and a number of social media channels. The website is considered the main medium of publicity.

The publicity is accurate and gives rise to realistic expectations. Most of the information on courses was in place but the total number of hours taught as well as the times of classes was missing. This was added during the inspection and is no longer a point to be addressed. Useful information on homestay accommodation is provided but details on the services offered were missing. This was amended during the inspection and is no longer a point to be addressed. Descriptions of staff qualifications are accurate, but the wrong accreditation marque was in use. This was corrected during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

The school building is in a good state of repair and cleanliness. The classrooms in use are bright and well-appointed and there is a student lounge with free tea, coffee and biscuits. Food is available from a number of cafes and shops on the same street as the school. Drinking water is freely available, and there is sufficient space for the current number of staff to work, meet and prepare for lessons.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

Comments

Students have the option of buying or borrowing a coursebook for General English classes. Although there is a fair range of materials available for teachers to use, a lot of the resources are somewhat outdated. This was confirmed in both teaching observations and the teacher focus group. Educational technology is well maintained with all classrooms benefiting from computer and smart TV provision. There is no clear policy for the review of teaching and learning resources and this is reflected in the resources available.

Teaching and learning

Academic staff profile	Met
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T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
All academic staff have a suitable level of education and training, and good use is made of non-ELT experience and skills. The academic manager is suitably qualified and has a wide range of experience.	
Academic management	
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
Teachers are matched appropriately to courses and arrangements for teacher cover are suitable. Continuous enrolment is effectively managed and day-to-day support for teachers is satisfactory for the current profile of the teaching team. Observation procedures are supportive with a clear focus on professional development.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
Comments	
There are clear principles underlying course design and many courses are tailor made to the needs and profiles of the students. Learning outcomes are made available to students in the form of weekly plans as well as at the beginning of all lessons. Excellent materials are available for the English plus courses, but the inclusion of study and learning skills is not systematically implemented. Effective strategies are included to help students develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	
Learner management	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

Procedures for the placement of students are effective and systems for the monitoring and recording of their progress are very good. Support for students wishing to change class is appropriate and information is provided for those wishing to take an examination or progress to mainstream UK education.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English, 50+, exam preparation

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Not met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 In all segments, teachers provided realistic models of spoken English and in the stronger segments, the teacher showed excellent knowledge of form and function and provided a good focus on parts of speech and pronunciation.

T24 Detailed student profiles were seen, and lessons showed evidence of these profiles being reflected in the planning.

T25 Although in some lessons there was more of a focus on teaching aims than learning outcomes, in all segments observed, aims and outcomes were achieved through a logically staged lesson.

T26 Although in the stronger segments, a good range of techniques was confidently used, such as elicitation, nomination of individuals, concept-checking and effective drilling of new language, in the weaker segments this was not the case. As a consequence, opportunities to check and develop students' understanding of new and emergent language were missed.

T27 The learning environment was generally well managed, and technology was confidently used with effective use of the internet for learning support. In isolated examples, the material used was dated and no longer appropriate.

T28 In the stronger segments, a variety of correction techniques was well used, such as reformulation, elicited self correction and delayed feedback. In the weaker segments, errors were permitted to pass unchecked.

T29 Learning was evaluated by checking and production stages in all segments seen.

T30 Although there were isolated cases of excessive teacher talk, in all segments, the teacher created a positive learning environment. Students were animated and clearly engaged with their learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory against the criteria, with the majority being satisfactory or good. Detailed student profiles were in place and the outcomes of lessons were made known to students. The range of teaching techniques used was unsatisfactory, but the learning environment and resources were generally well managed. Feedback on student performance was very inconsistent, but teachers overall created a positive learning environment and students were all engaged.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Detailed risk assessments are in place to ensure premises are safe for students and staff. Students benefit from a high level of pastoral care from all staff, and students in the focus group spoke highly of the care and support they receive. A 24-hour emergency contact number is provided, and students had put this into their phones. Clear and practical information about travel and relevant aspects of life in the UK are made known to students.

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

Comments

The school has appropriate systems in place and provides suitable homestay accommodation to students. Relevant information about their homestays is sent to students in advance. The school manager and a newly recruited host family inspector are on hand to resolve any problems. Students are given full information about what to expect from their home and students at the focus group confirmed that problems with their accommodation had been resolved promptly. Rules, terms, and conditions are made very clear to homestay providers. The two homestay providers spoken to had worked with the school for many years and spoke highly of their close working relationship with the school.

Accommodation: homestay only

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

Comments

All criteria in this subsection are fully met.

Accommodation: other

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

Comments

The school monitors holiday cottages rented by parents with children on junior courses.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Information about local activities and events is well displayed in the student lounge. The leisure programme is varied and well organised. A wide range of interesting activities is offered. The options are entirely appropriate for the needs and interests of adult and junior students. Activities are accompanied by clear risk assessments.

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.	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.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

There were no under 18s studying at the school at the time of the inspection. The school has a safeguarding policy in place and contact details are given for designated staff. Parents or guardians complete a suitable parental consent form. Safer recruitment procedures are followed. Arrangements for the supervision of students in lessons are clear. The hosts spoken to were well aware of their responsibilities when hosting under 18s. However, there are no risk assessments in place for when students aged 14 to 17 walk from their homestays to the school.

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	November 1998 (Totnes School of English)
Last full inspection	July 2017 (English in Totnes)
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Online one-to-one and Group classes Steiner School Placement & Induction
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1980
Ownership	Name of company: English in Totnes Company number: 7116300
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	22	16
Full-time ELT (15+ hours per week) aged 16–17 years	0	35

Full-time ELT (15+ hours per week) aged under 16	0	54
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	22	105
Junior programmes: advertised minimum age	N/a	11
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Spanish, Swiss, Czech
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–79	18–68
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Swiss, Finnish, German, Thai, Saudi Arabian	Swiss

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	9
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 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	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
In the week of inspection, the Academic Manager scheduled to teach 4 hours (out of 20 hours).	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	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	19	0
Private home	0	0

Home tuition	0	0
Residential	0	0
Hotel/guesthouse	2	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	22	0
Overall total adults + under 18s	22	