

Organisation name	EngXcel
Inspection date	24–25 April 2025 15–16 July 2025

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.

Summary statement

The British Council inspected and accredited EngXcel in April 2025 and inspected the delivery of summer school teaching provision delivered by EngXcel in partnership with an unaccredited provider at two summer centres at Bishop's Stortford College and Leighton Park School near Reading in July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for closed groups of under 18s throughout the academic year. It also provides general English courses for students aged under 18 in partnership with another organisation during the summer vacation.

Strengths were noted in the area(s) of course design and accommodation

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

Introduction

This inspection in April 2025 was held at Anglia Ruskin University (ARU), at the centres where EngXcel works with a partner and delivers the English language teaching component of the programme. The focus of this inspection was EngXcel's 'group stays' provision. At the time of the inspection, this consisted of a group of students, accompanied by three of their teachers, from a secondary school in Austria.

The inspection was conducted over one and a half days by two inspectors, during the first two days of a five-day course. Meetings were held with the managing director, the director of studies (DoS), the operations assistant, the

operations assistant (accommodation), the teachers, the group leaders, a group of students and a representative of ARU. One inspector visited three homestays remotely. Two teachers and the DoS were observed teaching by both inspectors.

The inspection in July 2025 focused on the teaching provision and related criteria at the summer junior centres where EngXcel works with an unaccredited partner and delivers the English language teaching component of the programme. The inspection was carried out through two one-day visits undertaken separately by each inspector to assess the teaching and learning (and related criteria) at the two junior summer centres. At the time of the inspection, there were several groups accompanied by group leaders from a variety of countries at both centres and also a small number of individual students. Meetings at each centre were held with the managing director, the director of studies (DoS), the local academic managers, the teachers, the group leaders, a group of students and three representatives of the partner organisation. All of the teachers who had not been observed in the April inspection were observed teaching.

Address of main site/head office

Future Business Centre Cambridge, The Guildhall, Cambridge CB2 3JQ (Registered Office)
Outside the times when courses are running staff work remotely from home.

Description of sites visited/observed

Anglia Ruskin University, Cambridge CB1 1PT. On the ARU campus, EngXcel has exclusive use of the following: on the first floor, four classrooms along one corridor, and an adjoining common and office area. It also has shared use of the university restaurant and cafes, student lounges, outdoor seating areas and toilets. There is easy access, with lifts, to all areas.

Bishop's Stortford College, Bishop's Stortford CM23 2PQ. On the BS campus, the teaching delivered by EngXcel was delivered in a block of three floors containing 12 classrooms for the exclusive use of EngXcel. All floors accessible by lift. EngXcel also has the use of outdoor space in which to conduct outdoor activities.

Leighton Park School, Reading RG2 7DE. On the LP campus, the teaching delivered by EngXcel was delivered in a separate two-floor building on the main school campus, consisting of five classrooms, a staffroom and two offices. The summer school classes also have access to outside green spaces and a large hall for presentations and other teaching related activities. There is easy access, with lifts, to both floors of the teaching building.

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

EngXcel offers short courses for closed groups of students aged 12–17 in hired premises in a number of locations: Cambridge, London, York, Manchester and Bristol. Over the last 12 months, 11 courses have been held, all in Cambridge. It also provides English teaching in the summer vacation period for students aged under 18 in partnership with another organisation. Online courses are offered but none have been delivered in the last 12 months. Also, closed family group courses are offered. Again, none have taken place in the most recent 12 months.

Management profile

The DoS and the operations assistants report to the managing director. The DoS line manages the teachers and the local academic managers at the summer centres. The local academic managers support the teachers in the summer centres, and the DoS carries out observations at Bishop's Stortford, and together with the TEFLQ academic manager at Leighton Park.

Accommodation profile

The school offers homestay accommodation, and also advertises some hostel accommodation although this has not been booked in the last 12 months. Until recently, the school used a local accommodation agency, but over the past 12 months has replaced this with its own homestay provision. The school has approximately 20 active homestays located no more than a 30-minute bus journey from the school. At the time of the inspection, all of the junior group students, and all the group leaders were staying in homestay accommodation, with a total of 19 homestays in use. The summer school residential accommodation on the campuses is managed by the partner organisation.

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 stated goals and values and publicity, although some references to accreditation in the summer brochure and website were potentially misleading.

Premises and resources.

The provision meets the section. The premises provide students and staff with an attractive and comfortable environment for work and relaxation. A range of resources is available, appropriate to the age and needs of the students. Good guidance on the use of these resources is provided for staff and students.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with good pastoral care, although relevant parts of the emergency plan are not shared with all stakeholders. The school offers appropriate, comfortable and safe accommodation of a high standard. The leisure programme is appropriately resourced and well designed to meet the needs of the students. *Accommodation* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. The safeguarding policy is detailed. Training for staff is good with a strong safeguarding leadership team.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M4 Communication between the provider and its partner in the summer school operations was very good. The team uses technology effectively to keep all parties up to date with developments and issues.

M6 Feedback is regularly and systematically sought from staff. Staff reported that their views were valued.

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.	Strength
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.	Strength
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

M10 There are comprehensive procedures for each stage of the recruitment process with evidence of consistent implementation.

M12 There is a robust and supportive appraisal system which identifies strengths as well as areas for development.

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 There is a high standard of personalised service provided by the managing director and the operations officer before and during the course.

M15 Courses at Cambridge are bespoke: information is provided and the content of the course is negotiated, taking into account the preferences of the client.

M18 This criterion is met overall. There are sound procedures for monitoring and following up student absence and lateness. However, at the start of the inspection, parts of the written policy document were not appropriate for students of this age group. During the inspection, the policy was amended and it is no longer a point to be addressed.

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.	Not met

Comments

The main medium of publicity is the website. EngXcel also has a social media presence. For the summer school provision delivered jointly with the partner organisation, there are also separate brochures.

M28 There is a misleading use of the marque on a page in the brochure and on the website that could imply that the partner organisation's provision is also accredited. The text also implies that the provider and its predecessor organisation have a long history of accreditation through the scheme, which is not the case. This was addressed during the inspection and is no longer a point to be addressed.

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.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
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

P1 This criterion is met overall. EngXcel has taken appropriate measures to ensure the safety and security of students on the premises in line with the policies of ARU. However, at the start of the inspection the risk assessment document for the premises was not sufficiently specific. During the inspection, the policy document was amended and it is no longer a point to be addressed.

P2 The premises are in an excellent state of repair, cleanliness and decoration throughout. They provide a very attractive and comfortable environment for students and staff.

P3 All classrooms are spacious, well-lit and quiet, with suitable furniture which can be easily moved to create different layouts.

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.	Strength
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

P9 Teachers are very well supported in their use of the educational technology in the classroom. There is evidence of systematic and appropriate training in their use of technology in line with the organisation's aim of reducing the use of paper.

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 organisation's context. The recruitment and support policy is very 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.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	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.	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	
T8 There are very effective arrangements to ensure all teachers receive guidance before and during the course. Teachers expressed appreciation of the DoS's expertise and support. T9 There is evidence of robust procedures for observing and monitoring teachers' performance within a framework of support and development.	
Course design and implementation	Area of strength
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.	Strength
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 English lessons are effectively integrated with the students' leisure programme. There is a particular focus on British culture. T13 Course design is adapted to respond to the needs and requests of particular groups at the main year-round school, and in light of feedback from students, staff and group leaders.	

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	3 -15
Number of observations	6 -18
Parts of programme(s) observed	Morning classes

Comments	
In Cambridge, teachers were observed teaching on the second day of the course. The DoS was teaching in place of a teacher who for personal reasons had been obliged to withdraw at very short notice. In Bishop's Stortford and Leighton Park, teachers were observed teaching on the fourth and fifth days respectively of their courses. The DoS was teaching to cover a planned teacher absence at BS.	

Teaching: classroom observation		Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.		Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.		Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.		Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.		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.		Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.		Met
Comments		

T19 Teachers produced accurate models of spoken and written English. Language was graded as appropriate to the level of the students. Explanations were generally clear and concise, with relevant examples of language.

T20 The content of the lessons took into account the overall objectives of the course and the needs and interests of the students. There was a very good focus in Cambridge on functional language and cultural content, as requested by the sending school. In the summer centres, in some sessions subject matter was inappropriate to the context. In the better segments, language was personalised effectively. However, there was only limited differentiation and recognition of individual student needs.

T21 The intended learning outcomes were generally made known to students in an appropriate way. Objectives were achieved through a sequence of activities, and lessons included a stage to review outcomes. However, in some sessions, outcomes were either not shared at all or not shared in language meaningful to the learners.

T22 There was evidence of a good range of techniques to present and practise models of language and to develop skills through meaningful and authentic tasks. Some teachers elicited and illustrated the meaning of target language well. In some classes, however, there was excessive teacher talk, and little or no controlled practice. **A good balance between student and teacher talking time was achieved.**

T23 Teachers used the available technological resources competently. Good use was made of worksheets, handouts and realia to prompt language production. However, some boardwork was unhelpful, with little information

given on how to use or pronounce new words correctly. Some classrooms were set up to encourage communication, whereas others were in rows and discouraged interaction between the students.

T24 This criterion is met overall. Teachers monitored students' performance during activities and provided encouragement. Instances of good work and success were acknowledged. However, opportunities were missed for correcting and developing students' language, especially in the area of pronunciation.

T25 Lessons included effective activities and tasks for teachers and students to evaluate whether learning was taking place. Short presentations provided opportunities for students to demonstrate their ability to use recently learned language and produce long stretches of language.

T26 Overall, teachers promoted a positive and purposeful learning atmosphere and were able to engage students' interest and establish a good rapport.

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.	Met
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.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments

W1 A comprehensive emergency plan is in place for the teaching and accommodation site, and for when students are off site. However, the relevant parts of the plan are not systematically shared with group leaders and other staff leading off-site activities, and do not feature in risk assessments.

W3 Policies promoting tolerance and respect feature prominently in the school's ethos and were clearly evident in activities observed.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
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.	Strength

Comments

W7 The accommodation seen was of a high standard and a warm welcome is clearly offered. Students and group leaders commented very positively about this in the focus groups.

W9 Records of visits and suitability checks are exemplary and up to date, and the provider carries out regular visits and maintains excellent contact with homestays.

W10 Students receive comprehensive information about their homestay accommodation, including detailed maps and information about the host.

W13 There is good provision for students with specific dietary needs, and feedback from students about food provided in homestays and on the provider's premises was consistently positive.

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 applicable criterion is fully met.	
Leisure opportunities	
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
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	
W20 The social programme includes a wide variety of activities appropriate to a range of interests. This was commented on positively by students and group leaders.	

Safeguarding under 18s

Safeguarding under 18s	
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.	Strength
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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	
During the inspection in Cambridge, there was a closed group from Austria consisting of 41 students all aged under 18. The school has recruited exclusively closed groups of juniors in the past 12 months and is intending to focus on	

this market going forward. In the summer centres, all of the students apart from one 18-year-old were under 18. There was an appropriate risk assessment in place to manage this student, who was part of a group.

S1 The safeguarding policy is comprehensive and four members of the management team are trained to specialist level. All of these trained staff also work in the summer provision. In the summer centres, the safeguarding policies of the provider, the host schools and the partner organisation are synthesised effectively.

S2 The policy is shared effectively with stakeholders through both online information sites and face-to-face briefings and training. All staff and homestays are appropriately trained. **There are four members of staff trained to specialist level.** There is excellent communication on the summer schools between the parties on any safeguarding or welfare concerns that may arise.

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	July 2021
Last full inspection	July 2021
Subsequent checks/visits (if applicable)	Spot check October 2022
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	Bishop's Stortford College International Summer School, Summer School at Leighton Park. N/a

Private sector

Date of foundation	24/09/2021
Ownership	Name of company: EngXcel Ltd Company number: 13642156
Other accreditation/inspection	N/a
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	Summer school at Bishop's Stortford College International Summer School, 9-12 classrooms, July-August. Summer school at Leighton Park, 7-9 classrooms, July-August.

Student profile	At inspection		Estimate at peak
ELT/ESOL students (eligible courses)	At inspection		July
	Cambridge	Summer	
Full-time ELT (15+ hours per week) 18 years and over	N/a	1	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	31	33	65
Full-time ELT (15+ hours per week) aged under 16	10	163	142
Part-time ELT aged 18 years and over	0	0	0
Part-time ELT aged 16–17 years	0	0	0
Part-time ELT aged under 16 years	0	0	0
Overall total ELT/ESOL students shown above	41	197	207
Adult programmes: advertised minimum age	N/a	N/a	N/a
Adult programmes: typical age range	N/a	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a	N/a
Junior programmes: advertised minimum age	12	8	8
Junior programmes: advertised maximum age	17	17	17
Junior programmes: typical length of stay	1 week	2 weeks	2 weeks
Junior programmes: predominant nationalities	Austrian	Italian, Argentinian Chinese	Italian, Argentinian, Japanese, Chinese

Staff profile	At inspection		Estimate at peak
	Cambridge	Summer	
Total number of teachers on eligible ELT courses	2	12	14
Number teaching ELT 20 hours and over a week	0	3	
Number teaching ELT under 20 hours a week	2	9	
Number of academic managers for eligible ELT courses	1	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	5	
Total number of support staff	4	8	

Academic manager qualifications profile

Profile at inspection		
Professional qualifications	Number of academic managers	
	Cambridge	Summer
TEFLQ qualification and at least three years' full-time relevant teaching experience	1	2
Academic managers without TEFLQ qualification or three years' relevant experience	0	1
Total	1	3
Comments		

The DoS does not usually have a teaching commitment. However, during the Cambridge course and at the Bishop's Stortford summer centre she was covering for a last-minute absence.

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
	Cambridge	Summer
TEFLQ qualification/profile	0	1
TEFLI qualification	2	7
ATEFL portfolio in progress*	N/a	N/a
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	N/a	N/a
Holding specialist qualifications only (for ESP/CLIL)*	N/a	N/a

Alternative professional profile*	N/a	4
Total	2	12
Comments		
None.		

Accommodation profile

Number of students in each at the time of inspection (Cambridge only) (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	41
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	0	41
Overall total adults + under 18s	41	