

Organisation name	ES Camps, London
Inspection date	23–24 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 accreditation with a spot check in the first 18 months.

Summary statement

The British Council inspected and accredited ES Camps London 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 teaching organisation offers vacation courses for under-18s.

Strengths were noted in the areas of strategic and quality management, student administration, learning resources, course design, and leisure opportunities.

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

Introduction

ES Camps (ESC) is a division of ES World which provides English language and activities courses to eight- to 17-year-olds in a range of countries.

ES London (ESL), which was accredited in 2022, has been running junior camps in summer and winter since 2023. These courses were spot checked in 2024, and this inspection was the first for a separate accreditation of ES Camps UK activities.

ESL London is shortly to move to new premises, which will be shared with ESC. At the time of the inspection, ESC was already operating from these premises, which were also undergoing refurbishment in preparation for the final move.

The inspection took one and a half days. Meetings were held in person with London-based staff: the ESC global operations director (GoD), the ES Academic director (ESAD), the centre manager, the centre academic co-ordinator, the activity coordinator, the operations manager and one of the international group leaders; and remotely with Dubai-based staff: the ES human resources (HR) manager, the ES marketing manager, and the camps admissions manager. Focus groups were held with teachers, students and activity leaders. One inspector visited residential accommodation and met members of the management teams in the two residences. All teachers timetabled during the inspection were observed.

Address of main site/head office

27–28 Woburn Square, London WC1H 0AB

Description of sites visited

The Woburn Square premises consist of two four-storey buildings developed together, and plans for the final layout were submitted. At the time of the inspection, works were incomplete due to contractor delays. There was a temporary office for all staff on the ground floor, and classrooms and toilet facilities on the remaining floors. Other facilities were awaiting completion. Students meals were all taken in the large UCL refectory very close to Woburn Square.

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

Junior vacation programmes are run in summer and winter. These include general English classes with activity programmes.

Management profile

The global operations director (GoD), who is based in London, manages all camps worldwide and line manages a team of sales, operations, and admissions managers, as well as the centre manager, the academic co-ordinator, and the activity co-ordinator, who manage centre staff, teaching staff and the activities team respectively. He is also supported in key areas of academic, HR, marketing and finance by members of the ES world staff, largely based in Dubai.

Accommodation profile

Students are accommodated in two student halls of residence managed by University College London (UCL); both are within ten minutes' walk from the teaching premises. There are other users within the residences, but ES has designated corridors for its students, staff and group leaders. The majority of students are staying in single ensuite rooms; some are in single rooms with shared bathroom facilities. Both residences have a large common room and laundry facilities. Meals are taken in the UCL refectory which is a short distance from the residences and the classrooms.

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. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students with a safe environment, but there is currently a lack of appropriate space for staff. A range of learning 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. *Learning resources* 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 (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 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 provision meets the needs of students for security, pastoral care, information and leisure activities. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities. The recruitment process to ensure that staff are suitable for work with this age group is robust.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

Comments

M1 The goals and values of the organisation are very clearly stated and are shared with staff at inductions and set out in handbooks. Managers understand and can articulate the relevance of the goals and values to the current context.

M2 There is a clearly set out business plan, which relates specifically to the organisation's purpose, vision and values, and includes timescales for short, medium and long-term objectives.

M3 The immediate management structure is clear and job descriptions include details of cover for key roles. The centre organogram is included at induction and in staff handbooks, as well as details of the wider ES structure.

M4 Good use is made of a range of channels of communication, including social messaging apps, and regular meetings. Wider communications between Dubai and London are also effective; staff in both locations were well informed and engaged.

M7 There is a comprehensive and regular quality review cycle which uses information and feedback from a range of sources to guide planning. Progress is continually checked against organisational plans. The self-evaluation against Scheme criteria are clear and thorough.

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.	Not met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 Recruitment and selection processes are set out in detail. Files provided evidence of consistent implementation of policies and procedures supported by checklists and pro-formas. Staff files are well kept and comprehensive.

M12 An appraisal system and documentation are in place. However, these have not yet been implemented.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 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.	Strength
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.	Strength

Comments

M18 The attendance policy is clearly set out in the student handbook and emphasised at induction as well as through posters around the school. Attendance and punctuality is recorded by teachers and an alert for any missing students is automatically sent after 15 minutes. Follow-up is then immediate.

M19 All students sign a code of conduct, and potential reasons for a student being asked to leave are clearly set out in terms and conditions as well as in the student handbook, where a 'three strikes' policy is outlined. There is a staged process with escalating sanctions.

M20 The complaints procedure is a four-stage process, comprehensively described and reinforced with notices around the school, with the ultimate option of an independent hearing.

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.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments
The website is the main medium of publicity, with a downloadable mini brochure. M23 Publicity does not include details of maximum class size.

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.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Not met

Comments
P6 Although a dedicated staff room is planned, work on the new building had not been completed at the time of the inspection, and there was insufficient space for staff to work, relax or store their possessions.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Strength

Comments
P7 Course materials are custom made to reflect the needs and interests of juniors on a summer programme. P8 Teachers have a dedicated portal with easy-to-access and well-organised digitalised materials. P11 The bespoke coursebooks are regularly updated with suggestions and feedback from academic staff. There is a resource development plan and allocated budget.

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 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.	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.	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 Teachers are well supported through the course materials and handbook, which provide clear structure and guidance. Weekly meetings provide opportunities to discuss lessons and strategies, as well as action plans.
T9 Observations take place early in the programme, and there are also additional drop-in observations. Teachers in the focus group spoke positively about observation and feedback.

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.	Strength
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	

T11 A clear statement of principles is communicated to teachers, with bespoke materials designed to reflect these principles. The teachers' handbook gives detailed guidance on course planning, and the materials provided include ready-made lesson plans.
T12 Materials and project themes incorporate aspects of London and UK life and culture, including tasks to complete outside the classroom, and regularly dovetail with the activity programme.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a
Comments	

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

Comments	
At the time of the inspection, the school was providing lessons only for a number of students from another accredited provider. Four of the teachers observed had been recruited by that provider, and five by ESC.	
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.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
T19 All teachers produced clear and accurate models of spoken and written English, and there were some examples of good explanations and examples of language. In a minority of segments, the language was not graded as appropriate to the level of the students. T20 The content of the lessons took into account the stated objectives of the course and materials and topics clearly reflected the interests of the students, with a focus on speaking skills and cultural content. T21 Most lessons were well staged and logically sequenced. In the majority of classes, the intended learning outcomes were not clearly expressed for students, although descriptions of activities or tasks were provided. T22 There was evidence of a range of techniques to develop skills through meaningful and authentic tasks. Some teachers elicited and illustrated the meaning of target language well but in a minority of lessons the meaning of the language was not illustrated, exemplified or checked in a way that was suitable for the level and there was insufficient controlled practice of the target language. T23 Generally, teachers used the available technological resources competently. Appropriate use was made of the course book, although in a few lessons the teacher was going through the tasks in a rather mechanical way. In better classes, thought was given to appropriate and varied interaction patterns. T24 Most teachers monitored students' performance during activities and provided praise and encouragement. However, opportunities were often 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 The majority of teachers promoted a positive and purposeful learning atmosphere and were able to engage students' interest and establish a good rapport. Nomination was used in a sensitive way.	

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.	Not 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.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W1 There is an appropriate plan to respond to any emergency onsite, offsite and in the residences. However, not all staff members were aware of the critical incident plan.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
The criteria in this area are not applicable.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The criteria in this area are not applicable.	
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.	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.	Strength
Comments	
W19 Detailed information is available in advance about the students' individual leisure and cultural programmes via an app which is updated daily.	

W20 The social and cultural programme is integral to the course. It includes a good variety of engaging visits and activities which meet the overall course objectives. Feedback from students is sought and the content reviewed in order to inform future programmes.

W23 The programme is run by activity leaders recruited for their experience and relevant qualifications; they are all first aid trained. They receive a thorough induction and have a detailed briefing for each activity and excursion.

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.	Strength
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	
All, except one student, were under the age of 18. One 18-year-old was part of the group attending lessons only. S4 All of the recruitment policies and procedures are particularly robust; a range of suitable checks ensure that up-to-date information is sought and recorded before those with access to under 18s are deployed.	

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	23 July 2025
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a

Current accreditation status	Accredited by extension
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	ES London
Other related non-accredited schools/centres/affiliates	ES schools and camps worldwide

Private sector

Date of foundation	2024
Ownership	Name of company: ES Camps UK Ltd Company number: 16260821
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	1	0
Full-time ELT (15+ hours per week) aged 16–17 years	43	48
Full-time ELT (15+ hours per week) aged under 16	119	137
Part-time ELT aged 18 years and over	N/a	N/a
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	163	185
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Brazilian, Italian, Mexican	Brazilian, Italian, Mexican

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

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	N/a
Total	1

Comments

The academic co-ordinator was not timetabled to teach during the inspection but normally teaches as needed.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	7
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	1
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	9

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	122
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	N/a	41
Overall totals adults/under 18s	N/a	163
Overall total adults + under 18s	163	