

Organisation name	East Midlands School of Business and Management, Leicester
Inspection date	24–25 March 2026

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S5 have been addressed.

Summary statement

The British Council inspected and accredited East Midlands School of Business and Management in March 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general/ and academic English for adults (18+) and young people (16+).

Strengths were noted in the area(s) of strategic and quality management, student administration and care of students.

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

Introduction

East Midlands School of Business and Management (ESBM) was established in 2009 and first accredited in 2022. The name of the school derives from the foundation programmes offered in a range of business-related areas; all include an English language component.

There have been some staffing changes since the last inspection: the director of studies (DoS) is relatively new, having taken up post in September 2025. The owner and managing director (MD) now has additional assistance from a deputy (DMD).

The inspection took one and a half days. Meetings were held with the MD, the principal, the DoS and the administrator. Focus groups were held with students and with teachers. All teachers timetabled during the inspection were observed by each inspector.

Address of main site/head office

41 Guildhall Lane, Leicester LE1 5FQ

Description of sites visited/observed

The school occupies the first floor of a three-storey office building centrally located in Leicester. The ground and second floors are occupied by other companies. The building is accessed by entry phone, and the first floor can be reached by lift or stairs. A code is needed to enter the school premises. A reception desk and the MD's office are close to the entrance. There are eight classrooms, one of which is currently being used as a student common room with seating and a TV screen. There is a staff room, a second office, and a small kitchen. A spacious library room also provides space for meetings. There is a range of breakout spaces with tables and/or seating. Toilets are located just outside the school's premises in the main building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<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

Courses offered are EAP and general English, including IELTS preparation. EAP programmes are run as pre-sessional programmes and also as components of foundation programmes. One-to-one classes are offered year round.

Management profile

The MD, DMD, principal and administrator form the management team, while the academic team consists of the principal, the DoS and the assistant director of studies (ADoS). All staff are line managed by the principal, who reports to the MD.

Accommodation profile

No accommodation is offered.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates clearly 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. 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.

Teaching and learning

The provision meets the section standard. 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.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' safety and security are strongly prioritised and well managed and there are very good levels of pastoral care. Students are well informed and benefit from well-organised student services. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is suitable provision for the safeguarding of students under the age of 18 within the school as well as in leisure activities and accommodation.

Declaration of legal and regulatory compliance

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

Evidence

Management

Strategic and quality management	Area of strength
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.	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.	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.	Strength

Comments

M2 The school's business plan provides strategic direction, and its objectives and plans relate specifically to the school's statement of goals and values. The development plan provides a working document with targets and timescales against which progress can be assessed.

M4 Good use is made of a range of channels of communication, both formal and informal, and regular, minuted meetings are held. Staff work in close proximity to each other and there are frequent opportunities for discussion and exchange. It was clear that communication is effective; staff are well informed and engaged.

M6 There are regular, formal feedback mechanisms involving all staff, including regular meetings, appraisals and twice yearly staff surveys. There was evidence of changes made in response to staff feedback, and teachers in the focus group felt able to express their views on any issue.

M7 The school draws on staff and student feedback and previous inspection reports to self-assess against Scheme criteria and continually improve its services and performance. All points to be addressed from previous inspections have been assiduously attended to.

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.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 The school makes use of an external provider for human resources services. All staff are engaged on freelance contracts. See D1.

M10 Staff files provided clear evidence of comprehensive recruitment procedures, consistently implemented. The principal has undertaken safer recruitment training.

M13 All staff engage with CPD, and good records are kept for each staff member. As well as safeguarding and Prevent training and annual updates, additional in-house training is provided. There is a specific CPD programme for new managers, and a similar one for all non-academic staff. Teaching staff also have a dedicated CPD programme, and a range of CPD opportunities is available to all staff through the external HR provider.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 The administrator is the main face of the school for students, and receives good feedback from students. Customer service training is one of the five CPD sessions provided for non-teaching staff.

M15 Students and representatives are provided with appropriate information through marketing and recruitment, and comprehensive pre-course information is sent out to each student by the principal in a welcome email. Information and advice is available in student's L1 for most students. Tutorials during the course provide additional support and advice. Students in the focus group were very satisfied with the extent to which their course met their needs and expectations.

M18 A clear policy and information on attendance and punctuality is made known to students in both English and in the first language of most students, and appears in student handbooks as well as the school website. The policy is supported by appropriate procedures which include systematic and timely follow-up and detailed record-keeping.

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.	N/a
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website.

M23 Publicity mentions that classes may be morning and afternoon; precise times are not specified.

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.	Met

Comments

All criteria in this area are fully met.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 The school has invested comprehensively in digital materials provided by the coursebooks in use. This means there is relatively little need for additional materials; however, no computers are provided for teachers' use. Printing and copying facilities are available.

Teaching and learning

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

Comments

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

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

Academic management	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.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

All criteria in this area are fully met.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
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

All criteria in this area are fully met.

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
Number of observations	6
Parts of programme(s) observed	All.

Comments

Each of the three teachers was seen once by each inspector.

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.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 In the majority of lessons, teachers demonstrated a good knowledge of linguistic forms and dealt with emergent language and student questions competently. However, some explanations were unclear or imprecise.

T20 Detailed lesson plans based on student profiles and course objectives were provided for all observed lessons. These included anticipated problems and solutions, although these were mainly general rather than related to individuals.

T21 Learning outcomes were generally made clear to students and were displayed on boards or made explicit by the teacher. In a minority of cases intended learning outcomes were expressed as grammar items to be covered.

T22 The majority of lessons demonstrated a range of techniques in order to respond to the context and needs of the group, including eliciting, prompting and nomination. In some cases, teachers asked for explanations or definitions rather than using a more effective technique.

T23 Classroom technology was used confidently and competently in all lessons and students were mostly grouped appropriately.

T24 While teachers praised and encouraged their students, they did not regularly correct students' language, including pronunciation, or give feedback on their performance during the lesson. In some lessons there was a noticeable absence of monitoring.

T25 Lessons included a number of short assessment tasks and in better segments pre-and post-activity opportunities for reflection.

T26 In most cases, teachers promoted a good variety of interaction among students and fostered a positive working atmosphere in class.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength

Comments

W1 In addition to comprehensive policies, plans and procedures, this area is the responsibility of the principal. Appropriate drills and rehearsals regularly take place to prepare staff and students on how to respond to any emergency on or off-site. This was confirmed by both staff and students in focus groups.

W2 There is a comprehensive provision of support for all students. Students' well-being is viewed as the key to academic success and students know who they can go to with any problems and feel confident in doing so. The size of the school ensures that individuals are well-known to staff.

W3 There are clear policies in place to promote tolerance and respect, which support the ethos of the school and British Values. These are made clear to students via induction, handbooks, the curriculum and appropriate visual displays throughout the site.

W6 Arrangements for health care are good. In addition to appropriate arrangements with local services, a significant proportion of school staff are first aid trained. In addition, staff always try to accompany students to providers of health-care services, which are all located close by.

Accommodation (W7–W18 as applicable)	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
Comments	
The school does not provide accommodation services.	
<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	
N/a	
<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.	Met
Comments	
None.	
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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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	
W19 There are organised visits to well-known Leicester landmarks four times a year. These are well organised, fully risk-assessed and supervised by staff with appropriate experience. Students receive detailed information about each site before their visit, and there is preparation and follow-up in class.	

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.	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

There were no students aged under 18 during the inspection.

S2 All staff have received advanced level training and both the designated lead and deputy lead are trained to specialist level. Staff receive ongoing in-house training sessions on safeguarding issues.

S5 There are arrangements in place, but there are currently no toilets available just for under 18s. Current facilities can also be used by other people working in the building. However, there are lockable, private cubicles in both female and male toilets, which are located just by the main entrance of the school. However, facilities have so far not been risk-assessed.

S7 The school does not arrange accommodation but reserves the right to check accommodation arranged for the student if not living with parents/guardian. All required information must be provided by parents or guardians to ensure enrolment at 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 Sampling identified the following issue: all staff are self employed; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	February 2022
Last full inspection	February 2022

Subsequent checks/visits (if applicable)	November 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Foundation Year Zero courses
Other related accredited schools/centres/affiliates	Partnerships with Liverpool School of English, International Language Centres
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2010
Ownership	Name of company: East Midlands School of Business and Management, Leicester Company number:7100518
Other accreditation/inspection	ISI

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	April
Full-time ELT (15+ hours per week) 18 years and over	21	30
Full-time ELT (15+ hours per week) aged 16–17 years	0	3
Full-time ELT (15+ hours per week) aged under 16	0	0
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	21	33
Adult programmes: advertised minimum age	0	0
Adult programmes: typical age range	16–30	16–30
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile

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

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	2
Total	3
Comments	
The Principal is not TEFLQ, and has no teaching commitment. The TEFLQ DoS and the TEFLI ADoS both teach 18.5 hours per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	2
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	3
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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	21	0
Overall totals adults/under 18s	21	0
Overall total adults + under 18s	21	