

Organisation name	Flexilearning Centre Ltd, Ilford
Inspection date	18–19 September 2018

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M17, P5, W1, W2, and legal and regulatory compliance have been addressed, together with an action plan for addressing the weaknesses in learning resources.

Summary statement
<p>The British Council inspected and accredited Flexilearning Centre Ltd in September 2018. 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).</p> <p>This private language school offers courses in general English, ESOL, and ESOL for citizenship for adults (18+).</p> <p>Strengths were noted in the areas of academic management and teaching.</p> <p>The inspection report noted a need for improvement in the area of learning resources.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Flexilearning Centre Ltd was set up by the managing director/centre manager in 2008, and was accredited in 2010 as a sole provider; it was then accredited as a school in 2014. The school is run by the centre manager, who is supported by a part-time administrative assistant. At the time of inspection, the school employed one part-time teacher.

The school offers courses in General English, English for Life, Life in the UK test preparation, and preparation for a range of externally validated general English examinations. At the time of inspection, two general English classes were running, as well as one general English exam preparation class. The school is also an examination centre.

Classes are programmed for mornings, afternoons and evenings, but times and dates can be flexible according to student demand. All students study part time and live with their own families locally. Enrolment periods vary between four and 20 weeks. At the time of the inspection, two classes were running in the morning, and one in the evening.

The centre manager is responsible for the management, academic management and welfare aspects of the school. She delegates work to the administrative assistant as appropriate. The teacher teaches all the classes.

The centre manager has recently introduced new human resources and recruitment policies and procedures, following a mentoring scheme from an outside agency.

The school does not offer accommodation or a leisure programme, which is appropriate given the student profile. Where relevant, classes promote links with the local community.

The inspection was carried out by two inspectors over one and a half days. It included discussions with the centre manager, the assistant, and the teacher. The evening and morning classes were each observed once. A focus group meeting was held with the four students from the morning class.

Address of main site/head office

Olympic House, 28–42 Clements Road, Ilford IG1 1BA.

Description of sites visited

Flexilearning is located on the third floor of a six-storey office block in the centre of Ilford, close to transport links, shops and cafes. The office block is multi-occupancy with a wide range of other business users sharing the building. The school consists of two rooms. One room is divided into two spaces, the school office and the centre manager's office, and is also used for student testing. The other room is a classroom. There is a communal kitchen with tea and coffee making facilities and a microwave on the third floor close to the classroom and office. In addition, there are communal kitchens and seating areas on other floors of the building. There are male and female toilets on each floor. All communal areas are shared with other businesses which occupy the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input checked="" 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

The school offers general English courses and preparation for a range of externally validated general English examinations. Classes are for a minimum of two hours and fifty minutes and maximum of 14 hours and ten minutes per week.

Accommodation profile

Report expires 31 March 2023

The school has never provided accommodation for students. It has made preliminary contact with two agencies registered with the British Council to offer this service if the need arises, but no contracts have been entered into and there are no plans to recruit students requiring accommodation.

Summary of inspection findings

Management

The provision meets the section standard. The goals and values of the organisation are well known and communication is good. Gathering and responding to feedback is not consistent. There are some strong human resources and recruitment policies and practices in place. However, records of staff and student details are inadequate. There are good systems in place for attendance and punctuality.

Premises and resources

The provision meets the section standard. The premises are adequate and provide a comfortable environment for work and relaxation. However, learning resources are inadequate for the needs of students and staff, and staff are not provided with guidance on the use of resources, particularly technology. There is need for improvement in *Learning resources*.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has an appropriate professional profile. Academic management and support for teachers are very good. Course design is appropriate for the school and its students. The teaching observed met the requirements of the scheme. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Overall the provision meets the needs of the students for security, pastoral care, and information. However, there are no plans in place for dealing with a security emergency on the premises, monitoring of entry is not consistent or systematic, and evidence of Gas Safe checks has not been seen.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	Strength
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.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The goals and values are explicitly stated and woven into policies and procedures. The centre manager and staff are able to articulate the goals and values in relation to their work.

M4 Informal daily meetings and periodic formal meetings ensure that staff are well briefed and engaged. There is frequent communication between centre manager and building manager.

M5 Records of student feedback are inconsistent. Responses to feedback do not note action taken and are sometimes dismissive.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 Comprehensive and well-documented human resources policies are in place and are made known to staff through handbooks, contracts and induction. Staff feel valued and well supported by the centre manager and human resources policies.

M9 Specific job descriptions are in place and are reviewed. However, no review date is noted on job descriptions.

M10 Recruitment procedures are in place. However, there is no evidence of signed and dated copies of teacher qualifications.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Not met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M17 Checks of original student identification documents are not carried out consistently. Student information is difficult to retrieve because it is not recorded or stored systematically.

M19 Staff and students clearly understand the attendance and punctuality policy, and students are rarely late or absent. Any absences are followed up promptly and in a sympathetic but firm way.

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

Comments

Publicity consists of a website and a brochure.

M23 Overall this criterion is met but there are a number of typos in the brochure and on the website.

M24 It is not clearly or consistently stated that classes advertised as three hours are in fact two hours and 50 minutes in length.

M29 An outdated version of the Accreditation Scheme marque is used in the brochure and on the website.

Premises and resources

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

Comments

P5 Exit signs and fire evacuation procedure notices are not prominent. Very little general school information is displayed, and none in the classroom.

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

Comments

P7 Learning resources consist of single copies of coursebooks and very few resource books. Lesson plans are heavily dependent on photocopies from coursebooks. Photocopies are not acknowledged.

P8 There are very few up-to-date reference or methodology materials for teachers.

P9 The teacher was not trained in the use of technology and did not feel comfortable using the technology available.

P12 There is no evidence of a procedure for reviewing and developing resources.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the	Strength

courses offered and the needs of the learners.	
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
T3 The background and experience of the academic team gives them a clear insight into the needs of the learners. The centre manager tailors formal and informal CPD to develop the teacher's skills in relationship to the specific courses offered.	
Academic management	
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T6 Flexible timetabling allows for classes to take place at the most convenient times for students. T7 Cover arrangements are clear and understood. Thorough teacher and learning records support continuity of teaching by the cover teacher. T9 The centre manager systematically monitors and mentors the teacher ensuring high levels of support and development. T10 There is evidence of regular formal and drop-in observations, which have been followed up with tailored continuing professional development.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
Comments	
T12 The teacher completes a detailed end of course review which includes feedback from students. The centre manager reviews course design in response to the report and discussions with the teacher and students. T15 There is little evidence of learning strategies in planning or resources.	
Learner management	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination	Met

training best suited to their needs and interests.	
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Placement testing is personalised according to student level.

Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	General English classes

Comments

One evening and one morning class were observed, One teacher was teaching at the time of inspection, and was observed by each inspector.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 The teacher mostly demonstrated a sound knowledge and awareness of the use of English and its linguistic systems and provided appropriate spoken and written models. He gave clear explanations of language points and lexis.

T24 The content of the lessons was relevant and took into account class profiles including students' learning needs and interests.

T25 Students were aware of the learning outcomes although these were often expressed in the plans as processes. Activities were clearly linked to outcomes.

T26 A wide range of techniques were skilfully employed, including elicitation, concept checking, scaffolding and student led activity. There was regular and integrated checking of understanding of meaning.

T27 Instructions were clear. The classroom was appropriately organised for the classes. The classroom walls and whiteboard were both used to promote learning effectively.

T28 There was evidence of timely appropriate, useful feedback, particularly in relation to grammar and lexis. Conversely, there were examples of missed opportunities for feedback, particularly with pronunciation.

T29 Students' learning was checked regularly and consistently. Lessons included short and longer activities where students could see their own progress and performance. Evaluation of learning was central to lesson plans.

T30 The teacher created a personalised, inclusive, collaborative atmosphere and learners were totally engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, and both segments observed were good. The teacher demonstrated a sound knowledge of the English language and the topics observed were relevant to the students. The planning, activities and techniques were appropriate for the lesson aims, although these were stated as activities rather than outcomes. Students received feedback, although this was not consistent. The teacher created an excellent learning atmosphere. Students were engaged and were actively involved in their own learning, correction and the evaluation of their own progress.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	N/a
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
W1 Overall this criterion is met. However, given the multi-occupancy nature of the building, there were some concerns that monitoring of entry is not consistent or systematic. The on-site manager of the leasing management company assured the inspectors that Gas safe certification was in place, but no evidence could be produced. It is essential that this is followed up.	
W2 No plans were in place for dealing with a security emergency on the premises.	
W3 The director makes herself very available to students to offer personal advice and guidance. This often involves referral to outside support agencies.	
Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 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
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
Comments	
None.	
Accommodation: homestay only	N/a
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other

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

None.

Leisure opportunities

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

W23 Students are given information about local events and activities.
There is no organised leisure or social programme.

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: Classes were heavily dependent on photocopies from coursebooks, meaning that photocopying limits are exceeded. The school should seek further advice from the relevant regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2010
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Life in the UK test preparation

Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2008
Ownership	Name of company: Flexilearning Centre Ltd Company number: 6512776
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: March (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	6	27
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	6	27
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	19–47	20–50
Adult programmes: typical length of stay	4–20 weeks	1–12
Adult programmes: predominant nationalities	Mixed	Indian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	1	2
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	1
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	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	6	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	6	N/a
Overall total adults + under 18s	6	