

Organisation name	ILC Portsmouth
Inspection date	20–21 September and 27 October 2022

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M9, W11, S4 and S6 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited ILC Portsmouth in September and October 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English adults (18+), young people (16+), for closed groups of under 18s, and vacation courses for under 18s.</p> <p>Strengths were noted in the area of premises and facilities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

ILC Portsmouth was re-opened for students in June 2022. Previously, it was the founding branch of the Tompkins Educational Group, which was put into administration in 2020 and bought by International Language Centers Ltd (ILC).

The school has been in the current building since 2014 and was last fully inspected in 2016. The regional director (formerly principal-owner) of ILC West has overall responsibility for operational control and management of four schools in the ILC group (Portsmouth, Southampton, Bristol and Birmingham). He is TEFLQ and an experienced teacher trainer. He is based in Portsmouth and visits each school location on a regular basis. Currently, he is also acting as Director of Studies (DoS) for Portsmouth and the school manager with responsibility for the academic and administration staff. The regional director is supported by a counterpart regional director of ILC East (Cambridge and Colchester), as well as a chief operations officer based in Colchester, all of whom are members of the ILC company board of directors.

The remote inspection with two inspectors took the equivalent of one day and a half day over three days. On the initial day and part day the inspectors held meetings with the regional director west, and the office administrator/welfare officer. A focus group was held with the teachers who will be working with the students scheduled to arrive in the coming months. These teachers have also been working at the school since it has reopened in June 2022. There were no students studying at the time of the initial inspection in September. A follow-up part-day inspection to evaluate classroom teaching, conduct a student focus group and visit the accommodation in use was completed in October 2022. All teachers timetabled during the inspection were observed and one inspector completed a virtual visit of the one homestay in use.

The inspection included a virtual tour of the main school premises. Staff and students were also asked to comment on the state of the premises.

Address of main site/head office

7–9 Edinburgh Road, Portsmouth PO1 1DE

Description of sites visited/observed

The school occupies the whole of a three-storey building in the centre of Portsmouth. There are in total eight classrooms, two on the ground floor together with the reception and relaxation area, the meeting room, and the staff room with an adjacent resources area. There are three classrooms on each of the other two floors. A staff kitchen is situated on the first floor and there is access to the roof terrace. On the top floor there is a students' room with kitchen area, where students can relax, eat and make drinks. Toilets are on the second floor.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English courses year-round to students aged 16 and over. Students can choose to study for 15 or 22.5 hours during the day or take a part-time evening course, which runs on two evenings a week. Morning classes are in general English, with optional communication skills in the afternoon. Private, individual classes are also available. During the summer, junior courses are offered for students 10 to 15 years-old. Closed groups of under 18s can be enrolled throughout the year.

At the time of the September inspection there were no students on site. Students had attended in the summer and additional students had started to study in October when the second part of the inspection was completed.

Management profile

Currently, the school is managed by the regional director who has responsibility for the financial and academic aspects of the school as well as the day-to-day oversight. He is supported by the welfare and student services manager who covers safeguarding, welfare, accommodation and the leisure programme. As student numbers increase a director of studies/ school manager will be appointed along with additional administrative staff as required.

Accommodation profile

Only one student was in accommodation arranged by the school at the time of the inspection. Homestays for adults and under 18s are offered year-round and all accommodation is arranged by the office administrator and welfare officer. The school currently has six active homestays with a further nine awaiting documentation or confirmation of availability. A number of local residences are available in the summer period: students book directly with the provider once the school has confirmed availability and prices.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out efficiently and effectively.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and pleasant 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 students and staff where needed. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive good support, and overall the courses are managed to provide benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security and pastoral care are generally well met. Students benefit from well-managed and suitable accommodation on the whole, and the leisure programme is appropriate to the needs and interests of the current student profile.

Safeguarding under 18s

The provision meets the section standard. The school's safeguarding policy is comprehensive and made known to staff, students, group leaders and homestay hosts. Recruitment procedures are thorough and sampled documents were mostly complete. Attendance of under 18s students is carefully monitored but risk assessments for unsupervised time have not been carried out.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	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 organisation's goals and values are clear and well expressed. Meeting minutes indicated that they were shared with staff within the school and across the group.

M4 Communication within the school is very effective and staff commented positively on the different channels in use. Records are well maintained.

M7 Review systems are comprehensive including self-evaluation with clear evidence of areas to develop.

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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
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 Human resource policies are detailed and comprehensive, staff feel valued and supported.

M9 Job descriptions are in place and there is mention of safeguarding on the welfare officer's job description. However, the exact duties and responsibilities require some additional tailoring and clarification.

M11 Induction procedures and processes for teaching and administrative staff are very thorough with checklists and supporting materials. Records are well maintained.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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.	Strength
Comments	
M19 The attendance policy is shared with students through different channels and procedures are written in accessible English. Records revealed that processes were followed consistently and follow-up action was taken where necessary.	
M21 The complaints procedure is clear, simple and comprehensive and information is made available to all those that may need it.	

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.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments	
A range of publicity channels are in use, including a brochure, social media and school specific flyers. The main medium of publicity is the website.	
M27 Homestay accommodation is clearly described but no reference was made to the fact that the Portsmouth residential accommodation is provided by a partner organisation. When the inspectors raised this with management it was promptly rectified and is therefore no longer a point to be addressed.	

Premises and resources

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

Comments	
P1 The building is very well maintained and in very good decorative order.	
P2 The classrooms are light, noise free and appropriately furnished allowing for flexibility of layout to suit different groups.	
P3 The student lounge has a well-equipped kitchen area including microwave and facilities for making drinks.	

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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.	Met
Comments	
All criteria in this subsection are fully met.	

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 courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
All criteria in this subsection are fully met.	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T9 The academic manager is available on a daily basis and support mechanisms are varied and appreciated by teachers.	
T10 Drop-in observations and more formal observations are conducted regularly. Feedback from teachers and records indicated a very supportive and constructive approach.	

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
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

T15 Study and learning strategies are included in the syllabus and consistently addressed throughout courses to support students during and after their studies.

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

Comments

T17 An effective home-produced placement test enables students to test their English before arrival and mechanisms to fine tune placement on arrival are in operation.

T18 Students' language progress is carefully tracked and recorded with comprehensive initial, progress and end-of-course evaluation including a report and certificate.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Clear and accurate models of spoken and written language were provided. The meaning of vocabulary was illustrated with attention to phonological features including intonation. Examples were concise and relevant to learners.

T24 Lesson plans were thorough and well-framed. Class profiles were detailed and students' language needs were clearly reflected in plans.

T25 Relevant learning outcomes were shared with students. Plans consisted of a clear set of activities around a single topic or language point and there was a link between activities and learning objectives.

T26 There was evidence of a range of techniques in use including elicitation, nomination and controlled practice.

T27 Resources, seating and materials were managed effectively. Instructions were well handled and board work was appropriate.

T28 Monitoring, correction and feedback were integrated into lessons. Correction was well handled and good use was made of praise.

T29 Appropriate evaluation exercises and tasks were incorporated.

T30 Students were fully engaged and working effectively. Teachers created a positive and professional learning atmosphere and included a variety of activity, pace and purpose across the segments observed.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Teachers' knowledge of the language and of learners' needs in relation to it was good. Language examples were well chosen. The topics and content of lessons were consistently suitable and reflected the learners' needs and interests, Classroom resources were used with confidence, and teaching techniques were employed to good effect. Teachers provided students with very constructive and appropriate feedback, and created a very positive learning atmosphere.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Not met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Appropriate risk assessments for the main school are in place but there is currently no up-to-date risk assessment for the summer residence which has not been used since before the pandemic. The school is aware that a new risk assessment will be required before students are placed in this accommodation.

W6 No information is given on approximate costs of transport options for students making their own way from the point of entry to the provider or accommodation.

W7 Information on life in the UK is available from a wide range of sources including handbooks and attractive poster displays at the school, as well as the welcome meeting.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength

W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 A gas safety certificate was not on file for one of the sampled homestays.
W12 Students receive pen portraits of the homestay family, detailed travel information between the host and the school, and the student handbook has detailed information about what to expect in homestay accommodation.

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

Comments

All criteria in this subsection are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met

Comments

W22 Accommodation recommended by the school is not routinely visited.

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

Comments

All criteria in this area are fully met.

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

No students under 18 were enrolled during the inspection period. On average approximately 30–40 per cent of students at the school are under 18.

S1 There is a comprehensive policy in place supported by a number of relevant practical documents with appropriate age differentiation.

S2 The DSL, who is trained to Specialist level, is supported by a deputy trained to Advanced level safeguarding. All staff and homestays undertake Basic level safeguarding training and agree to the school's code of conduct. Group leaders', homestay, staff and student handbooks include comprehensive information on safeguarding under 18s.

S4 A reference on file for one member of staff did not include information on their suitability to work with under 18s and one host had only one reference.

S6 Risk assessments are not in place for periods of unsupervised time.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	July 2008 (as Portsmouth Language College)
Last full inspection	August 2016 (as TEG English Portsmouth)
Subsequent spot check (if applicable)	November 2019 (as TEG English Portsmouth)
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	N/a
Other related accredited schools/centres/affiliates	ILC Birmingham, ILC Bristol, ILC Cambridge, ILC Colchester, ILC Southampton,

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

Date of foundation	2020 (ILC International Language Centers Ltd)
Ownership	Name of company: ILC International Language Centers Company number: 12861211
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	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	30
Full-time ELT (15+ hours per week) aged 16–17 years	0	20
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	10
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	5	60
Junior programmes: advertised minimum age	N/a	12
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Spanish, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–23	16–25
Adult programmes: typical length of stay	6 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Spanish, French, Italian	Saudi Arabian, Spanish, French, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	5
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	1	

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	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	1	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	1	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	5	