

Organisation name	Influential English, London
Inspection date	14–15 December 2020

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 accreditation for an initial period of one year; with a supplementary inspection within six to 12 months to determine whether accreditation should be extended beyond this period. A number of policies and procedures are very new and effective implementation will need to be verified. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and D1 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Influential English in December 2020. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+).

The inspection report noted a need for improvement in the area of staff management.

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

Introduction

Influential English, based in central London, was established in 2015 by the director. The current premises were secured as additional space in 2018, and in March 2020, the school moved in its entirety to these premises.

Originally, the director performed many of the roles in the school, with assistance from a colleague who is now head of sales and marketing. The academic manager has been in his role for just over a year. The two members of the administration team are both relatively new, with two and three months service respectively.

The inspection took the equivalent of one day carried out over two days. Inspectors were able to hold meetings with all staff: the director, the head of sales and marketing, the academic manager and the two members of the administration team. A focus group meeting was held with students, and one inspector spoke to the teacher providing cover during the inspection, as other teachers were part of the management team or had academic responsibilities. All teachers timetabled during the inspection were observed. A video tour of the premises was provided, and impressions formed by inspectors were borne out by students in the focus group. Due to the global pandemic, the inspection was conducted remotely; a follow up visit will be required as soon as it is possible to complete a site visit and evaluate a more representative range of activity.

In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

Address of main site/head office

2nd Floor, 56 Skyline Village, Limeharbour, London E14 9TS

Description of sites observed

The school occupies the second floor of a modern office building in east London, with other companies on the ground and first floors. A board outside the building indicates the presence of the school, and stairs lead from the shared entrance area to the top floor landing. Here there is a noticeboard, a unisex toilet and the entrance to the main school premises, which comprise two classrooms and a reception/office area.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input 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 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 normally offers general English at three different levels, and IELTS preparation, online and through face-to-face teaching. At the time of the inspection, the same courses were being offered, although the online teaching "term" had finished. The online provision did not form part of this inspection.

Management profile

The head of sales and marketing manages the administration team, and the academic manager the teaching team. Both report to the company director.

Accommodation profile

The school does not provide accommodation.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision generally operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Systems are still largely informal, some are insufficiently thorough, and all will need to be checked at a future visit to ensure they have been developed and fully implemented. There is a need for improvement in *Staff management*.

Premises and resources

The provision meets the section standard. The small premises provide students and staff with an appropriate professional environment for work and learning, although space for relaxation is limited. The range of teacher resources available is insufficient, although there is good online provision for students through the school's virtual learning environment (VLE).

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are effectively structured and managed in general, although some strategies for supporting aspects of student learning are insufficiently explicit. The teaching observed met the requirements of the Scheme.

Welfare and student services

Overall, the provision meets the section standard. The care of students on a daily basis is appropriate for the needs of the current students; no accommodation or leisure programme are offered. A few issues identified during the inspection were swiftly addressed; however, recently introduced policies and procedures will have to be checked at a future visit to ensure they continue to be implemented. The school has had an external fire risk assessment carried out, but internal systems for ensuring safety is maintained are insufficient.

Safeguarding under 18s

No students under the age of 18 are accepted.

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	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
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

M4 Communications are largely informal and work well within the current context. Some meetings have been minuted. With further growth, more use of formal systems will be necessary.

M5 Feedback is collected through end-of-course questionnaires. At an early stage, students are encouraged to let staff know of any issues and there are many opportunities for feedback. Staff respond to issues as they arise, but this informal process is not recorded.

Staff management and development	Need for improvement
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 regularly reviews these.	Not 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.	Not 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 resources procedures are minimal, however, written agreements are in place and relevant areas have been addressed.

M9 Job descriptions are insufficiently detailed and there is no procedure for review.

M10 Although there are clearly principles and procedures which inform the recruitment process, there is no formal recruitment policy. A number of references were missing from staff files.

M12 Although some basic appraisal documentation has been produced, no appraisals have taken place. This includes the academic manager who has been in post for more than a year. There is no clear procedure for dealing with unsatisfactory performance.

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.	Met
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

All criteria in this area are fully met.

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.	Not 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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The main medium for publicity is the website. A brochure was provided as a sample, but this is no longer in use as it is out of date. The school makes use of a range of social media.

M22 In general, the offer is clear and accurate, although some photos would benefit from a caption.

M23 Although information is clear overall, the text is not always well written and there are some linguistic inaccuracies.

M28 The website makes reference to highly qualified teachers, but this is not true of the current staff profile. Some changes were made immediately after the inspection but a number of references remain.

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.	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

P3 There is no specific area for students to relax and consume food, but there are a number of cafes, shops and markets very close to the school. This is satisfactory for the current student profile.

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.	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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
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

P8 There are very few resources for teachers, especially in terms of reference and methodology materials.

P10 The school provides an excellent virtual learning environment (VLE) for all students. The materials, including videos, exercises, and quizzes, are all created by the staff at the school.

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	
T1 A rationale was provided for one teacher without a Level 6 qualification, and was accepted in the context of this inspection. She is currently undertaking study at post-graduate level.	
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.	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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
All criteria in this area are fully met.	
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.	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.	N/a
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.	Not met
Comments	
T12 Review is a relatively informal process, which is appropriate to the size of the current operation, but which will benefit from clearer records and procedures.	
T15 Although students are automatically enrolled on the school's VLE, to help support independent learning, the syllabus does not systematically highlight or identify study or learning strategies.	
T16 Courses do not include any specific strategies in this area.	
Learner management	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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 training best suited to their needs and interests.	N/a
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

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 observed twice - once by each inspector.

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.	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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers generally demonstrated sound knowledge and provided clear and natural models. They also dealt effectively with emerging language, and most gave useful examples and explanations.
 T24 Lesson plans included good student profiles, many of which showed in-depth awareness of individuals' strengths and needs. Materials, topics and activities selected were wholly appropriate.
 T25 Learning outcomes were generally relevant and students had been made aware of them through weekly plans. Lessons were logically staged.
 T26 Teachers made confident use of a range of techniques as needed, including appropriate elicitation, use of nomination, prompting and concept checking.
 T27 Technology was used competently, and boardwork was generally well organised and clear.
 T28 Teachers were able to make use of a reasonable range of techniques to deal with errors, including direct intervention, delayed error correction and reformulating.
 T29 Lessons included short tasks to evaluate learning, and teachers recapped and reviewed previous learning.
 T30 In most lesson segments observed, teachers engaged students through a lively and encouraging presence in class, gave clear instructions and promoted a positive and purposeful classroom atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory in relation to the criteria, with the majority being good. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language to the students' level. Lesson content was relevant to the needs and cultural background of the students, and led to useful learning outcomes. In most lesson segments observed, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen. In almost all cases, teachers' sensitivity to individual and whole class needs resulted in a 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.	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.	Not 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.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Systems related to fire safety are unsatisfactory. There has been only one fire drill in the last year, and the fire risk assessment (FRA) carried out by an external agent earlier this month has raised a number of issues that are outstanding. The FRA comments that the upkeep of fire equipment is the responsibility of the landlord, but the school has no evidence that this is done. Recommendations in the FRA relating to upkeep of fire equipment and storage of cleaning materials have not been followed up.

W2 A critical incident plan was produced during the inspection, and subsequently made known to staff and students. This is no longer a point to be addressed, but checks will have to be made at a future date to verify that all staff and students are familiar with it.

W4 A policy was produced during the inspection, and incorporated into the school's information for students and staff shortly after the inspection. This is no longer a point to be addressed, but awareness will need to be checked at the next inspection.

W6 The information available does not provide reference to ports of entry and no links to travel providers' websites are included.

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

The school does not provide accommodation.

<i>Accommodation: homestay only</i>	
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.

Met

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

Met

Comments

W21 A member on the school staff has his own letting agency, so is well placed to provide advice to students. A limited number of students have accessed accommodation directly through the agency.

Leisure opportunities

Partially assessed

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.

Partially assessed

W24 The content of any leisure programme is appropriate to the age and interests of the students.

N/a

W25 Any leisure programmes are well organised and sufficiently resourced.

N/a

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.

N/a

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.

N/a

Comments

W23 Information is not currently provided because of current restrictions on events.

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: no CLA guidelines were on display and the school did not have a CLA licence; 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	December 2020
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited

Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	7 April 2015
Ownership	Name of company: Influential English Ltd 09526294
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 and not visited	N/a

Student profile	At inspection	In peak week: September (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	0
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	16	48
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	17	48
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	20–40	20–40
Adult programmes: typical length of stay	8 weeks	8 weeks
Adult programmes: predominant nationalities	Italian, Spanish	Italian, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	3
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	3	

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

The Director is TEFLI and was timetabled to teach nine hours during the week of the inspection. The academic manager is TEFLQ and scheduled to teach three hours.

Teacher qualifications profile

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4

Comments

These figures include the cover teacher.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	N/a	