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| Organisation name | Influential English, London |
| Inspection date | 16–17 July 2025 |

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

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| Recommendation |
| We recommend continued accreditation. |

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| Summary statement |
| <p>The British Council inspected and accredited Influential English in London in July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, learner management, and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

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| Introduction |
| <p>Influential English was established in 2015 by the director and was initially based in central London. In 2018, additional premises were secured in Docklands, East London, and in March 2020, the school moved in its entirety to these premises. Following a remote inspection in December 2020, Influential English was awarded accreditation for an initial period of one year, with a supplementary inspection due in late 2021. However, due to limited student numbers at that time and in the intervening period, it was decided to delay the follow-up inspection until early 2023, and for the inspection to be a spot check rather than a supplementary inspection due to the amount of time that had elapsed since the original inspection. As well as being a signalled spot check to extend accreditation, the inspection also focused on new premises which the provider moved to in October 2022, as well as the implementation of some of the policies and procedures previously inspected. A new academic manager had been appointed since the initial inspection. The inspection took one and a half days and included meetings with the director, head of sales and marketing, and director of studies. Focus group meetings were held with a group of students and with the one teacher teaching on the premises. All teachers teaching face-to-face and online during the days of the inspection were observed. Two were observed once by each inspector, and one by only one inspector due to a technical issue.</p> |

Address of main site

Unit 8 Skylines Village, Limeharbour, London E14 9TS

Description of sites visited

Since the first inspection, Influential English (IE) has moved to new, larger premises situated very near to the previous school, also in Limehouse in the City of London. They occupy the ground, first and second floors of a modern office building. On the ground floor there is a toilet shared with another tenant and a small kitchen. The first floor comprises the reception area, an office and one study lounge/classroom, and the second floor has one classroom.

| 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"/> |
| Applied English/Content and language integrated learning (CLIL) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

IE offers courses in general English and exam preparation. Both online and face-to-face classes are available. Students can attend full or part-time for a maximum of 15 hours per week.

Management profile

The director is responsible for the overall running of the school and is assisted by the sales and marketing manager. A receptionist is employed on a work-experience basis. The director of studies manages the teaching team.

Accommodation profile

No accommodation is offered but links to agencies registered with the British Council are provided on the IE website.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. Strategic and quality management systems are very effective and staff management procedures are mostly appropriate. Students benefit from excellent customer service, but there were a number of issues with publicity. These issues were amended during the inspection and are no longer points to be addressed. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and secure place in which to work and study. Learning resources are appropriate to the context and students benefit from a very useful online self-study tool.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The profile of the academic team is entirely suitable, and academic management systems are mostly effective. Course design is based on stated principles, and academic support for learners is very good. The teaching observed met the requirements of the Scheme. *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. The school provides its students with appropriate pastoral care. The leisure programme is very well designed and organised and meets the needs of the students.

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 | Area of strength |
|--|-------------------------|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. | Met |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them. | 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. | Strength |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | Strength |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Strength |

Comments

M4 Communication is very well managed using both formal and informal channels. Formal meetings are well documented with fixed agenda items focusing on all aspects of provision. Staff spoken to were well informed and showed strong commitment to the organisation.

M5 As well as initial checks on student satisfaction, there are monthly feedback sessions with all students conducted in a focus-group setting. Results are collated and discussed in monthly staff meetings and action taken in response is recorded.

M6 As well as using informal channels to invite staff feedback, the management team conduct monthly feedback sessions. Along with student feedback, the results are discussed in monthly meetings and action taken is recorded.

M7 Systems and processes are reviewed on an ongoing basis, with student and staff feedback central to the procedure. Previous inspection reports and inspection criteria are also considered, and the self-evaluation form was completed in great detail.

| 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 ensures that these are up to date. | 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. | Met |
| M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met |
| M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation. | Met |

Comments

M8 All required human resource policies are in place and staff well-being is given clear priority with mental health support available from a trained member of staff. All staff spoken to felt well supported by the school.
M9 Most job descriptions are suitable, but responsibility for health and safety was missing from that of the director. Although job descriptions are regularly reviewed, there is no evidence of when this is done.

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

Comments

M14 Students receive a high level of customer service. This was evident from speaking to students as well as recorded feedback.
M17 Enrolment records are up to date regarding students' contact details, but the relationship to the student of emergency contacts is not recorded.
M20 Students receive clear information on who to speak to if they have a problem. The complaints log contains evidence of the school's willingness to respond to any complaints that arise. The opportunity for students to escalate a concern to an external body is included.

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| Publicity | Met |
| M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met |
| M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M23 Publicity gives clear, accurate and easy-to-find information on the courses. | Not met |
| M24 Publicity includes clear, accurate and easy-to-find information on costs. | Not met |
| M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | N/a |
| M26 Publicity gives an accurate description of any accommodation offered. | N/a |
| M27 Descriptions of staff qualifications are accurate. | Not met |
| M28 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

Publicity comprises a website, brochure and a number of social media channels. The website is considered the main form of publicity.
M23 Some required information on courses was missing from the website. This was amended during the inspection and is no longer a point to be addressed.
M24 Although information on course costs was clear, there was no reference to costs for the social programme or course-related examination fees. This was added during the inspection and is no longer a point to be addressed.
M27 The description of staff qualifications did not match the profile of the team at the time of the inspection. This was amended during the inspection and is no longer a point to be addressed.

Premises and resources

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| Premises and facilities | Met |
| P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Not met |
| P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | Met |
| P3 Classrooms and other learning areas provide a suitable study environment. | Met |
| P4 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Met |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information. | Met |
| P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions. | Met |

Comments

P1 Although the safety and security of students on the premises is well provided for, responsibility for this was not found in the job description of a senior manager.

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

Comments

P10 Students have access to a very useful self-study package, which was developed in house. As well as practice exercises, there are video explanations of key language areas. It is included in all course packages.

Teaching and learning

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

Comments

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

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

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| Academic management | Met |
| T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms. | Met |
| T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff. | Met |
| T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Not met |

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|--|----------|
| T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs. | Strength |
| T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers. | Met |
| T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation. | Met |

Comments

T6 Although the academic manager showed good awareness of how to manage continuous enrolment as well as full and part-time students attending the same courses, no written guidance is available to teachers.
T7 Teachers receive a very thorough and useful induction. As well as a familiarisation with the school's academic systems and processes, new teachers are required to teach an observed demonstration class. The academic manager provides good support both prior to and following the lesson.

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| Course design and implementation | Met |
| T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context. | Met |
| T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Met |
| T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Met |
| T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class. | Met |

Comments

All criteria in this area are fully met.

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

Comments

T15 Placement procedures are excellent, with all new students receiving a detailed needs analysis at the start of their course.
T17 Teachers conduct monthly feedback sessions with their classes. Students are asked to provide feedback on the degree to which their needs are being met and how this could be improved going forward.

Classroom observation record

| | |
|--------------------------------|---------------------------|
| Number of teachers seen | 3 |
| Number of observations | 5 |
| Parts of programme(s) observed | IELTS, GE, F2F and Online |

Comments

One teacher was observed teaching a face-to-face class by both inspectors. Another was observed teaching a face-to-face class by one inspector and an online lesson by the second inspector. The third teacher was to be observed teaching online by both inspectors, but due to a technical issue, was only observed by one.

| Teaching: classroom observation | Area of strength |
|---|-------------------------|
| T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level. | Strength |
| T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds. | Strength |
| T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities. | Met |
| T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners. | Met |
| T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources. | Strength |
| T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson. | Met |
| T25 Lessons include activities for teachers and students to evaluate whether learning is taking place. | Met |
| T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson. | Strength |

Comments

T19 Very clear models of spoken and written forms were given in all segments seen, and in the vast majority of cases, a very sound understanding of language systems was evident. Students benefited from very useful explanations and relevant examples.

T20 In all cases, the content of lessons was closely aligned with students' learning needs, based as it was upon their needs analyses. Comprehensive provision was made for students working at different speeds in all segments.

T21 Learning outcomes were clearly expressed and made known to students in all cases. In stronger segments, they were also referred to during the lesson. The staging of the lessons was effective, and all materials were appropriate.

T22 A good range of teaching techniques was seen. This included elicitation, regular and integrated checking of understanding, nomination of individuals and the drilling of new language. There was some unnecessary echoing of students' responses by the teacher in isolated cases, and although choral drilling of new language was well utilised, no follow up with individuals was seen.

T23 The classroom environment was managed very well in all cases. Boardwork was neat, organised, and there was a good use of colour. Technology was integrated well, and in online lessons, the digital environment was utilised effectively

T24 Teachers demonstrated principled and consistent error correction. Both on-the-spot and delayed techniques were seen, and this included the provision of positive feedback.

T25 Students frequently demonstrated an awareness of what they had learned, and teachers provided opportunities for students to demonstrate their ability to use recently learned language. Most lesson plans included a review or consolidation stage at the end of the class.

T26 In all cases, the teachers promoted a warm and very positive learning environment with good pace and a variety of activities. Teachers demonstrated good voice projection and energy, ensuring that students remained actively engaged throughout lessons. Good examples of teachers supporting different levels of ability within classes by way of differentiated activities were observed in most cases.

Welfare and student services

| Care of students | Met |
|--|------------|
| W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Met |
| W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Met |
| W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these. | Strength |
| W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. | Met |
| W5 Students receive advice on relevant aspects of travel to and life in the UK. | Met |
| W6 Students have access to adequate health care provision. | Not met |

| Comments | |
|---|----------|
| W3 Policies to promote tolerance, respect and inclusion are reflected in the school's philosophy. They are shared with staff and students in an accessible way through handbooks, inductions and display boards. | |
| W6 Advice and information for students regarding medical care is provided in accessible form. However, there is insufficient cover in place for first-aid provision on site. | |
| Accommodation (W7–W18 as applicable) | |
| <i>All accommodation</i> | N/a |
| W7 Students have a comfortable living environment throughout their stay. | N/a |
| W8 Arrangements for cleaning and laundry are satisfactory. | N/a |
| W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | N/a |
| W10 Students receive written confirmation of accommodation booked, giving clear and accurate information. | N/a |
| W11 There are effective procedures for identifying and resolving any problems students have with their accommodation. | N/a |
| W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | N/a |
| W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | N/a |
| Comments | |
| No accommodation is offered. | |
| Accommodation: homestay only | |
| W14 Homestay hosts comply with the agreed terms and conditions for student placements. | N/a |
| W15 Homestay placements encourage students to use English. | N/a |
| W16 Hosts ensure that there is an adult available to receive students on first arrival. | N/a |
| Comments | |
| None. | |
| Accommodation: other | |
| W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |
| Comments | |
| The relevant criterion in this area is met. | |
| Leisure opportunities | |
| W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Met |
| W20 The content of any leisure programme is appropriate to the age and interests of the students. | Strength |
| W21 Any leisure programmes are well organised and sufficiently resourced. | Strength |
| W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |
| W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training. | Met |
| Comments | |
| W20 The school offers a variety of activities to meet the needs and interest of a range of students. Student are asked about their interests during an initial needs analysis meeting and the programme is planned accordingly. | |
| W21 Excursions are very well prepared. Staff and students are fully briefed, and are provided with clear itineraries, maps and handouts ensuring that trips are well organised. | |

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: Although the school has a CLA license, no guidance is displayed for teachers on the limits to photocopying this entails.

Organisation profile

| Inspection history | Dates/details |
|---|---------------|
| First inspection | December 2020 |
| Last full inspection | December 2020 |
| Subsequent checks/visits (if applicable) | January 2023 |
| Current accreditation status | 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 | |

Private sector

| | |
|--------------------------------|--|
| Date of foundation | 07/04/2015 |
| Ownership | Name of company: INFLUENTIAL ENGLISH LTD Company number: 09526294 |
| Other accreditation/inspection | N/a |

Premises profile

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

Student profile

| | At inspection | Estimate at peak July |
|--|---------------|-----------------------|
| ELT/ESOL students (eligible courses) | At inspection | |
| Full-time ELT (15+ hours per week) 18 years and over | 13 | 20 |
| 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 | 55 | 70 |
| Part-time ELT aged 16–17 years | 0 | 0 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 68 | 90 |
| Adult programmes: advertised minimum age | 18 | 18 |
| Adult programmes: typical age range | 25–35 | 25–35 |
| Adult programmes: typical length of stay | 16 weeks | 16 weeks |

| | | |
|--|----------------------------|----------------------------|
| Adult programmes: predominant nationalities | Chinese, Korean, Brazilian | Chinese, Korean, Brazilian |
| Junior programmes: advertised minimum age | N/a | N/a |
| Junior programmes: advertised maximum age | N/a | N/a |
| Junior programmes: typical length of stay | N/a | N/a |
| Junior programmes: predominant nationalities | N/a | N/a |

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

Academic manager qualifications profile

| Profile at inspection | |
|--|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification and at least three years' full-time relevant teaching experience | 1 |
| Academic managers without TEFLQ qualification or three years' relevant experience | 0 |
| Total | 1 |

Comments

The DoS was teaching 22.5 hours during the week of the inspection which is the norm.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification/profile | 0 |
| TEFLI qualification | 2 |
| A TEFL portfolio in progress* | 0 |
| Non-ELT-related qualified teacher status only (for short courses for under 18s)* | 0 |
| Holding specialist qualifications only (for ESP/CLIL)* | 0 |
| Alternative professional profile* | 1 |
| Total | 3 |

Comments

None.

Accommodation profile

| Number of students in each at the time of inspection (all students on eligible courses) | | |
|---|--------|-----------|
| Types of accommodation | Adults | Under 18s |
| <i>Arranged by provider/agency</i> | | |
| Homestay | 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 | 68 | N/a |
| | | |
| Overall totals adults/under 18s | 68 | 0 |
| Overall total adults + under 18s | 68 | |

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W6 have been addressed. The evidence was subsequently submitted.