

Organisation name	Inglá School of English, London
Inspection date	1–2 December 2021

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.

Summary statement

The British Council inspected and accredited Inglá School of English in December 2021. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Inglia is a language school in north London. The school offers open enrolment courses all year round, and the majority of their students are resident in the local area.

The inspection took one and a half days. Due to the pandemic, one of the inspectors attended meetings virtually and the other visited the school in person. The inspectors held meetings with the director, principal, director of studies (DoS), assistant director of studies (ADoS), administration officer, and the marketing manager. Focus group meetings were held with a selection of students, and another with a group of teachers. There were seven teachers teaching during the inspection and each was observed once by one inspector. All lessons were face to face.

Address of main site/head office

1 Wellington Terrace, Turnpike Lane, London N8 0PX

Description of sites visited

The school occupies the first and second floors of a terraced building and is reached via its own entrance on the ground floor. From the entrance, a flight of stairs leads to the first floor where there is a reception area, two classrooms, a staff kitchenette and two toilets. A further two classrooms can be found on the second floor. One of the classrooms on the first floor also serves as the teachers' room and all teaching resources are stored here. There are a number of lockers for staff in this room and more on a small landing between the first and second floors. The school is right around the corner from a busy high street with many cafes and shops. There is a small park directly across the road from the school. Turnpike Lane underground station on the Piccadilly line is right outside the school.

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

Year round the school offers General English courses for adult students as well as examination preparation courses and courses for Business English.

Management profile

Responsibility for the day to day running of the school lies jointly with the director and the principal, who reports to the director. The DoS manages the ADoS and the teaching team and the DoS herself reports to the principal. The marketing manager also reports to the principal. A number of the teaching team have other responsibilities, such as administration, marketing, or enrichment activities. With regards to these non-academic responsibilities, these staff report to the principal and the director.

Accommodation profile

The school does not offer accommodation.

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 stated goals, values, and publicity. Strategic planning systems are strong as are HR procedures, but the management team has not been included in the appraisal process. Students receive excellent customer service and the website provides an accurate description of the school and its services.

Premises and resources

The provision meets the section standard. The premises are in a very good state of repair and provide staff and students with a bright, clean and comfortable place to work and study. Space for all staff to work is limited, but flexible working conditions allow most staff to work from home part-time. All classrooms are suitable and there is a wide range of teaching and learning resources available.

Teaching and learning

The provision meets the section standard. The profile of both the academic management team and the teachers is suitable, and teachers receive very good support from the DoS. Learners also receive excellent individual advice and support from the academic team. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Students are well cared for by competent staff in a safe and secure environment. They are provided with sufficient information and advice to enable them to make the most of their time in the UK. Students are given a wealth of information about what is happening locally and in the wider London area. The enrichment programme has been designed with adult students in mind and offers an interesting variety of well-chosen activities and excursions.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	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.	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

A clear statement of goals and values is in place and all staff are familiar with them. The school has clear and achievable plans for the future, and the staffing structure is particularly well illustrated in the school organogram. Communication and feedback systems are all very good and evidence was seen that the review of systems and processes is highly prioritised.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	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, 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

All required HR policies and job descriptions are in place and evidence of review was seen. Recruitment and induction procedures are thorough, practical and well documented. Appraisal policies are suitable, but completed appraisals were not on record for the management team. Continuing professional development is regular and focused, and support was given to one member of staff to gain a teaching qualification.

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

Students commented very positively on the helpfulness and friendliness of all staff, and excellent customer service is at the centre of the ethos of the school. Students receive detailed one-to-one support and guidance before enrolling on a programme and are encouraged to try a class free of charge before committing. The systems for enrolment, cancellation and refunds are clear and records of payment and course details are up to date. Absence and lateness policies and procedures are in place. Conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students.

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

Comments

Publicity comprises a website and a number of social media channels. The website is the main form of publicity. The website is attractive and easy to navigate and all the information provided gives rise to realistic expectations. The English used is accurate and generally accessible, and there is a translation function available for those with a lower level of English. Most of the required information related to courses was seen, except the total number of hours taught. However, this was addressed during the inspection and is no longer a point to be addressed. The reference to British Council accreditation contains an out-of-date marque.

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

The recently refurbished premises are clean, in a good state of repair, and there is very clear branding throughout. Classrooms are of a suitable size for the students using them and all are well appointed with natural light. There is no student common room but in breaks and at lunchtime students can stay in their classrooms or go to one of the many shops and cafés very close by. This provision is adequate as almost all students only study for part of the day. Wayfinding signage is entirely suitable and excellent use is made of noticeboards both in classrooms and communal spaces. Space for staff to work is limited, but both administrative and management staff work from home some of the time and teachers can use their classrooms, which all have computers, to prepare.

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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There is a wide range of learning resources for both students and teachers, including a selection of graded readers and other materials for students' use. Technology at the school is well maintained and sufficient for a school of this size. Review of teaching and learning resources takes place organically rather than formally, with staff offering ongoing feedback of materials in use. Staff spoken to said that requests for new materials are always 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 except one teacher have a Level 6 qualification. The rationale for the one without was accepted in the context of this inspection due to evidence of post-school study and many years of teaching experience. All teachers hold an appropriate teaching qualification. The DoS has an appropriate academic profile but the ADoS is without a TEFLQ qualification. A rationale was provided and accepted in the light of the oversight provided by the DoS as well as his academic background.

Academic management

T5 Teachers are matched appropriately to courses.

Met

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

A sensible and practical approach is taken to the matching of teachers to courses as well as the timetabling of classes. Cover systems are good with a number of non-teaching staff qualified to step in at short notice if required. Guidance on how to manage continuous enrolment is provided and day-to-day support for the teaching team is suitable with the DoS being available either in person or remotely depending on the time of day. Observation policy and procedure is strong and the teachers spoken to commented very favourably on the supportive and developmental nature of these systems.

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.

Met

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Met

Comments

Course design is primarily coursebook based for the general English and examination courses, and supplementary speaking classes are well linked to the general English syllabus. Evidence was seen of regular review of course design, and learning outcomes are made known to students by way of excellent 'Now I can...' documents that they receive on a weekly basis. Very good opportunities for learning are produced digitally for students to complete on their phones during cultural trips. Good guidance is provided for teachers on developing students' independent study and learning strategies, which is carried forward through teachers' weekly plans and 'strategy of the fortnight' posters displayed in classrooms.

Learner management

Met

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.	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

Placement procedures are satisfactory, and all students in the focus group were happy with the level of their classes. Procedures for monitoring student progress are perfectly suitable, and students spoken to were extremely happy with the learning support they receive. Academic reports are available upon request and information is made available for those wishing to take an English exam or progress to mainstream UK education.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All

Comments

One teacher scheduled to teach during the inspection had no students in class that evening. The observation did not take place but the plans and materials were viewed.

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.	Met
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.	Met

Comments

T23 Teachers demonstrated sound knowledge of the use of English and provided mostly clear and accurate models of language. In the stronger segments seen, there was a useful focus on pronunciation and intonation and parts of speech were highlighted for students. In isolated examples, language was not always graded appropriately.

T24 Detailed profiles were provided for all classes, and in most cases, the needs and backgrounds of the students were reflected in the lesson content.

T25 Lesson outcomes were made clear to students either verbally or, in the stronger segments, via a menu on the board. Outcomes were relevant and all lessons were logically staged.

T26 A good range of appropriate teaching techniques was seen, such as elicitation, concept checking of new lexis, gesture and mime, as well as the modelling of tasks before students were asked to attempt them. In the stronger segments, there was also excellent focus on pronunciation with effective use of drilling and back chaining. In the weaker segments, opportunities to concept check understanding and check understanding of instructions were sometimes missed.

T27 The classroom environment was very well managed in the majority of segments seen. Board work was clear, with helpful use of colour to highlight form and other aspects of language. Interaction patterns were varied and, in most cases, teachers monitored effectively.

T28 Feedback was handled effectively and a variety of correction techniques was seen. These included reformulation, peer correction, self correction, and a delayed focus on errors after fluency activities. In isolated examples, student errors were allowed to pass unchecked.

T29 All lessons contained checking activities to evaluate whether learning was taking place. In some segments, there was also a review of learning from the previous lesson, and in the strongest segments, this was very effective.

T30 All teachers worked hard to establish a positive learning environment, and in most cases, there was excellent rapport between the students themselves and with their teachers. Teachers were patient and encouraging and students were all engaged with their learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority being good against the criteria. Detailed student profiles were in place, and the majority of lessons were logically staged with clear outcomes. A range of teaching techniques was confidently used and the learning environment was well managed. All teachers were friendly and supportive and students were fully engaged with their learning.

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.	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

Regular risk assessments and checks take place to ensure premises are safe for students and staff; up-to-date records of premises' checks and fire drills were seen. An emergency action plan is in place and shared with all relevant stakeholders; however more detailed information for dealing with an off-site emergency could usefully be added to the plan. Students benefit from a high level of pastoral care from all staff, and students in the focus group spoke highly of the care and support they received. Tolerance and respect for all is part of the ethos of the school; handbooks for staff and students and notices throughout the premises ensure that everyone is made aware of these expectations. Information about all aspects of life in the UK, including accessing health care and transport links, is available to students in the Living in the UK part of the website.

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 offer any accommodation.

Accommodation: homestay only

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.	N/a

Comments

The school provides useful information about sources of help in finding accommodation for students making their own arrangements.

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

Students are given a wealth of information about what is happening locally. The enrichment programme offers an interesting and varied selection of activities entirely appropriate for the type of students in the school. All activities had been risk assessed. Students in the focus group were very appreciative of the programme offered.

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	2012
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	5 August 2010
Ownership	Name of company: English & Skills Training London Company number: 7343266
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: 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	0	5
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	66	115
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	66	120
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	3 months	3–9 months
Adult programmes: predominant nationalities	Turkish, Italian, Spanish	Turkish, Spanish

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	9
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	7	

Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
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		1
Total		2
Comments		
The DoS was teaching nine hours and the ADoS 18 hours during the week of inspection.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		0
TEFLI qualification		7
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		0
Total		7
Comments		
The principal also teaches and is listed here as a teacher; he was teaching four and a half hours in the week of inspection.		

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	6	N/a
Staying in privately rented rooms/flats	60	N/a
Overall totals adults/under 18s		
Overall total adults + under 18s	N/a	N/a
		66