

Organisation name	Inlingua Cheltenham
Inspection date	25–26 February 2026

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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. Evidence must be submitted within three months to demonstrate that weaknesses in W1 & S4 have been addressed.

### Summary statement

The British Council inspected and accredited Inlingua Cheltenham in February 2026. 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](http://www.britishcouncil.org/education/accreditation) for details).

This small private language school offers courses in general/professional English for adults (18+) and young people (16+) and for closed groups of under 18s and vacation courses for 18s.

An area of strength was noted in the area of leisure opportunities.

There is a need for improvement in the area of publicity.

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

### Introduction

Inlingua Cheltenham offers courses in general English for adults (16+), professional English for adults (21+), and general English for closed groups of adults and under 18s. A residential junior course has been running at a local private boarding school since 2023.

At the time of the inspection, the company was nearing the end of a takeover. Although the legal handover was a matter of days after the inspection, the new principal and owner had already been in place, running the business and operations, since September 2024.

The inspection took two days. The two inspectors held meetings with the principal, the vice-principal/academic director, the assistant academic director, the marketing manager, the registrars, the activities & transport co-ordinator and the accommodation officer. All teachers timetabled during the inspection were observed. Focus group meetings were held with groups of teachers, students, an activity leader and a group leader. One inspector conducted a virtual tour of three homestays.

#### Address of main site/head office

Rodney Lodge, Rodney Road, Cheltenham GL50 1HX

#### Description of sites visited/observed

The school is situated in the centre of Cheltenham. There are two large adjacent period houses and the main building, Rodney Lodge, has three floors with 11 classrooms (one of which is also used as a learning centre) and two classrooms in the grounds, a students' coffee lounge, a reception area, offices, a teachers' room and toilets on two floors. The second building is on three floors and has six classrooms, a students' coffee lounge, a teachers' room, a reception/office space, and toilets on two floors.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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

General English students study for 15 hours in the morning and can add another 7.5 hours of skills lessons in the afternoon. Preparation for external general English examinations is offered as part of the general English programme. It is also possible to combine general English classes with tailor-made, one-to-one lessons. Business students negotiate hours to suit the individual, and study in one-to-one classes or small groups. Online lessons are also offered.

#### Management profile

The principal has responsibility for day-to-day running of the school and is assisted by the vice-principal/academic director. The assistant academic director helps with academic matters. Administrative staff report directly to the principal.

#### Accommodation profile

The school offers homestay accommodation and is able to recommend hotels, guest houses and serviced apartments.

#### 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 and values. Some recruitment procedures and publicity were lacking. There is a need for improvement in *Publicity*.

##### Premises and resources

The provision meets the section standard. 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.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive guidance to ensure that they support students effectively in their learning, although CPD opportunities are insufficient. Courses are mostly structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The provision meets the needs of students for security and information, but the emergency plan needs extending. Students benefit from well-managed student services. Pastoral care, accommodation and out-of-class activities are generally delivered to a high standard, but one homestay host had not been recently visited and in another homestay, there was a lack of storage space. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided, but the reference request form needs amending.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

<b>Strategic and quality management</b>	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

All criteria in this section are fully met.

<b>Staff management and development</b>	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 ensures that these are up to date.	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, 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
<b>Comments</b>	
M10 Although, for the most part, procedures for the recruitment and selection of staff are fine, some of the staff files were missing proof of previous employment and identification checks.	
<b>Student administration</b>	
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.	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.	Met
<b>Comments</b>	
M14 Customer service is delivered to a high standard. Students in the focus groups and the group leaders reported that they felt extremely well looked after and that all staff were very approachable and helpful. There is consistently good feedback from students and their representatives.	
<b>Publicity</b>	
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.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
The main medium of publicity is the website. The school also produces brochures and uses various social media platforms.	
M25 Some information on the level of support given to students under the age of 18 is lacking, including supervision outside class times, arrangements for the journey from accommodation to the school and limits to supervision of 16–17 year-olds on adult courses.	
M26 The description of accommodation offered is mostly accurate; however, the label used for homestay accommodation is outdated and inaccurate and services included are not clearly described.	
M27 The description of staff qualifications is not true the whole year and incorrectly labelled as 'fully' as academic staff profile was not awarded a strength in the school's previous inspection.	

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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

All criteria in this section are fully met.

<b>Learning resources</b>	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.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

All criteria in this section are fully met.

## Teaching and learning

<b>Academic staff profile</b>	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 effectively devised and implemented in line with the stated course objectives and the student profile.

<b>Academic management</b>	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.	Met

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
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.	Not met

#### Comments

T8 Teachers are provided with very good day-to-day guidance from the academic management team. Teachers in the focus group meeting commented very positively on how good and readily available support is to them.  
T10 Regular internal or external CPD sessions for the teaching team do not take place.

<b>Course design and implementation</b>	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.	Not 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

T11 Most courses at the school are comprehensively designed with the exception of the afternoon skills general English offering, which lacks structure and guidance for teachers.

<b>Learner management</b>	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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.	Met
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

All criteria in this section are fully met.

#### Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	General English, exam preparation, closed group

#### Comments

Seven of the lessons observed were face to face and one was online. Neither of the academic managers were scheduled to teach during the week of the inspection.

<b>Teaching: classroom observation</b>	Met
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.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
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.	Met
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 Teachers provided accurate spoken and written models of language during all lessons observed. Pronunciation was clearly modelled and teachers sometimes highlighted parts of speech and key language features. Examples used to illustrate target language were generally appropriate to the level of the students.

T20 Lesson content was appropriate to the course objectives and the level and needs of the students in the majority of lessons. Topics and materials used in all lessons were suitable for the groups observed. Lesson plans typically included realistic timings for activities. In some cases, lesson planning also demonstrated awareness of individual learner profiles and needs.

T21 All lessons observed were appropriately structured with a logical sequence of activities supporting the lesson aims. In the majority of lessons, teachers clearly identified and shared learning outcomes with students.

T22 Teachers used a range of teaching techniques appropriate to the focus of the lesson and the needs of the group. Techniques observed included elicitation, concept checking, questioning, nomination, and clear instruction-giving, with teachers generally checking students' understanding of tasks.

T23 The vast majority of teachers managed the classroom environment effectively and made competent use of the available teaching and learning resources. Resources used included coursebooks, handouts, whiteboards and interactive whiteboards.

T24 Teachers monitored students' performance during activities and provided feedback where appropriate. On-the-spot correction was commonly observed, and peer correction was sometimes encouraged.

T25 The vast majority of lessons included short checking or assessment activities which enabled teachers to evaluate whether students had understood the target language and were able to use it appropriately.

T26 Teachers created a positive and inclusive learning atmosphere, establishing good rapport with students and encouraging participation. Lessons included a variety of interaction patterns, including whole-class, pair and group work, which were set up and managed effectively. Student talking time was maximised in most lessons observed.

#### Welfare and student services

<b>Care of students</b>	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.	Not 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.	Met
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.	Met

#### Comments

W1 Many of the elements required for a satisfactory plan are in place but it lacks procedures for locating and communicating with students in the locality.

<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Not met
W8 Arrangements for cleaning and laundry are satisfactory.	Met

W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W7 The homestays visited were all of a very good standard but in one case there was no possibility for the student to hang clothes in the room.

W9 Virtually all homestays had been visited within the required time frame but one returning host had not been visited and it was not clear that gas-safe and criminal record certificates were in place.

#### Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this section are fully met.

#### 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.	Not met

#### Comments

W18 The school's website lists a number of hotels it recommends. The list is outdated and no routine visits are made.

#### 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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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.	Strength

#### Comments

W19 A monthly list of local activities and events likely to be of interest to students is prominently displayed; students are reminded of its contents at weekly school meetings. There is also stand with numerous brochures about local venues and events.

W21 The leisure programme is under the direction of a coordinator with specialised activity leaders brought in as required. Teachers are sometimes involved. Excursions are well prepared with ample accompanying documentation.

W23 Activities are led by qualified and/or specialised staff who are experienced and long-standing. The activity leader working during the inspection reported a successful induction when he was employed and consistently good support.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

### Comments

At the time of the inspection about one third of the students on adult courses were aged 16 or 17. Closed groups for juniors are run through the year. One such group was in the school at the time of the inspection.

S4 The template used to request references for some new staff did not include a question about their suitability to work with under 18s. Criminal record checks are not always renewed every three years.

### 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	2003
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/A
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Foreign language classes, Teacher training courses

Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

### Private sector

Date of foundation	?
Ownership	Name of company: EVA Ltd. Trading as Inlingua Cheltenham Company number: 7739420
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Cheltenham Ladies College, summer school, 10 classrooms

Student profile	At inspection	Estimate at peak
	At inspection	July
<b>ELT/ESOL students (eligible courses)</b>		
Full-time ELT (15+ hours per week) 18 years and over	12	48
Full-time ELT (15+ hours per week) aged 16–17 years	7	35
Full-time ELT (15+ hours per week) aged under 16	10	55
Part-time ELT aged 18 years and over	0	17
Part-time ELT aged 16–17 years	2	2
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>31</b>	<b>157</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–49	18–72
Adult programmes: typical length of stay	12 weeks	7 weeks
Adult programmes: predominant nationalities	Ecuadorian, Chinese, Japanese	Japanese, Spanish, Italian, Saudi Arabian
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	4 weeks	2 weeks
Junior programmes: predominant nationalities	Ecuadorian, Japanese	Colombian, Turkish, Italian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	22
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	3	

### 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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
<b>Comments</b>	

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Neither of the academic managers are usually scheduled to teach.

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### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	4
ATEFL registered 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	8
Comments	
N/a	

### 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	8	17
Private home	4	2
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	0	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	0	0
Overall totals adults/under 18s	12	19
Overall total adults + under 18s	31	

### Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 & S4 have been addressed.

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