BRITISH COUNCIL

Inspection report

Organisation name	Kingfisher, Blandford Forum
Inspection date	1–2 April 2026

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 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.	Met

Recommendation

We recommend accreditation with a spot check in the first 18 months. Evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.

Summary statement

The British Council inspected and accredited Kingfisher, Blandford Forum in April 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 for details).

This private language school offers residential courses in Applied English for under 18s and 18 year-olds.

Strengths were noted in the areas of student administration, premises and facilities, care of students, and leisure opportunities.

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

Introduction

Kingfisher Education Group offers a range of educational programmes, including residential Global Leaders Championship courses for groups of 12 to 18 year-olds in the premises of Bryanston School, Blandford Forum. This course was given provisional accreditation in April 2025. The two-week course includes applied English leadership skills lessons in the first week and competitions in the second week, a range of options, activities and excursions. Students are accommodated in four multiple-occupancy boarding houses.

During the two-day inspection, the two inspectors held meetings with the director, the international programmes director and the academic manager. Focus group meetings were held with teachers, activity staff, group leaders referred to as chaperones, and students. All teachers teaching in the week of the inspection were observed. One inspector was given a guided tour of the main buildings, and the other inspected two boarding houses being used to accommodate the students

Address of Kingfisher year-round head office

62 Stakes Road, Purbrook, Waterlooville, Hampshire PO7 5NT

Description of site visited

Bryanston School, Blandford Forum, Dorset, DT11 0PX
The programme is set in the 400-acre estate of Bryanston school, an independent co-educational school for boarding and day pupils aged 13-18. The school is located next to the town of Blandford Forum in Dorset. Kingfisher uses a total of 10 classrooms in two teaching blocks, one of which houses a large office space. Other facilities used by Kingfisher include the school dining room, a café, three large subject rooms, and other rooms for group leaders, in which teams of students can practise, and a small lecture theatre. The students are accommodated in four boarding houses segregated according to gender. Students, staff and group leaders have access to the extensive grounds with sports facilities that include a swimming pool.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☒	☒
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

Students arrive in groups who compete against each other in the Global Leaders Championship, which is a competition for international and bilingual schools. The course is designed to equip students with a range of competences including creativity, adaptability, and leadership skills through four dynamic challenges: Business Mastermind, StarStage Quest, AI Showcase, and a Global Unity Debate.

Lessons are taught in the mornings with competition preparation time in the afternoons and total hours exceeding 15 hours per week. The course also includes activities, evening talks, full board, residential accommodation and half and full-day excursions.

Management profile

The company director and the international programmes director work year round on courses with the assistance of an office manager. An additional academic manager is contracted for part of the year to help plan and deliver aspects of the academic programme.

Accommodation profile

Students are accommodated in the boarding houses of the host school and boys and girls are in separate houses. Three of the four houses being used were in the main building of the school, and another was a short walk from the main building through the grounds. Whilst there are larger dormitory rooms available, all students were accommodated in two, three or four bedroomed rooms.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. The structure of the organisation is effective. Feedback from students and group leaders is managed appropriately. Student administration is carried out very well. *Student administration* is an area of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students.
Premises and facilities is an area of strength.

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

Welfare and student services
The provision meets the section standard and exceeds it in many respects. Students are well cared for, and safety and security measures are comprehensive. Accommodation is of a high standard and systems are effective. Leisure activities are amply resourced and very appropriate to the age and interests of students.
Care of students and *Leisure activities* are areas of strength.

Safeguarding under 18s
The provision meets the section standard There is a clear and comprehensive safeguarding policy that is shared with all staff. Staff are suitably trained and supported to implement the policy. Students are very well-supervised during lessons, activities and excursions. Risk assessments for delayed criminal checks are inadequate.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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	
M1 The school has a clear ethos that is made known to all stakeholders (staff, students, group leaders and educational agents) and is modelled in the positive practices and behaviours of all staff.	

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 ensures that these are up to date.	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	
All criteria in this section are fully met.	

Student administration	Area of strength
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.	Strength
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.	Strength
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
Comments	
M14 Staff provide excellent levels of customer service to students, group leaders and educational agents. Focus group members were extremely positive and appreciative about the helpfulness of all staff and gave examples of staff 'going the extra mile'. M15 The advice given to agents and schools is clear, comprehensive and timely, and includes familiarisation trips and agent visits to the course. M18 Attendance procedures are clear and rigorous and known to all staff, students and group leaders. Staff check in with students eight times per day.	

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.	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.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity includes a website and a brochure. Kingfisher works only with schools and agents. M23 The information in this criterion is available with the exception of the maximum class size which is not stated accurately.	

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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	
P2 The premises, including external areas, are in a very good state of decoration and very well maintained. Bryanston school makes a marvellous setting for this type of residential course. P3 Classrooms are fit for purpose with good natural light and can very comfortably accommodate the number of students using them. Different groups have their own rooms in which they can practise and rehearse for the competitions. P4 Students have a large number of places where they can relax and eat food that include the dining room, in subject rooms in the main school building with seating, in the extensive grounds, and in the common rooms in the boarding houses.	

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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 Although learning resources are adequate overall, some of the leadership skills materials for lower-age students are too challenging. P9 Very good support is provided for staff in relation to educational technology through Kingfisher's own staff and on-site Bryanston year-round staff.	

Teaching and learning

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 organisation's context. The recruitment and support policy is sufficiently well devised, and effectively implemented in line with the stated course objectives and the student profile.	

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.	N/a
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.	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	
All relevant criteria in this area are fully met.	

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.	Strength
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	
T12 The course aims and learning experiences are clearly designed to help students apply their English outside the classroom in a variety of different contexts, such as making presentations, debating, dramatics, engaging in social activities, and participating in competitions.	

Learner management	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.	N/a
Comments	
All relevant criteria in this sub-section are fully met.	

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	Morning leadership skills lessons delivered before and after the break. An afternoon Masterclass delivered by the academic manager was also observed but was not included in the lesson comments below.
Comments	
None.	

Teaching: classroom observation	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.	Not 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.	Met

Comments

T19 Teachers generally displayed a good knowledge of English, gave clear explanations of lexis, and were responsive to opportunities for providing language input.
T20 Lesson content was clearly based on course aims, although very little information was given about students and their needs.
T21 Although the general aims of the course were evident, learning outcomes were not well defined in lesson plans or in most lessons. A few teachers did make it clear what students were going to learn and had written this on the board.
T22 In most classes, teachers used a good range of techniques, and students were actively engaged in lessons. In a few classes, instructions were unclear and as a consequence students were less involved in learning tasks.
T23 Teachers generally used the classroom environment and learning resources effectively.
T24 Most teachers provided positive feedback to students. However, in a few classes there was little or no error correction, which led to some echoing of students' incorrect pronunciation.
T25 In most classes there were opportunities for teachers and students to evaluate learning through a range of short tasks.
T26 In most lesson segments observed, there was very good rapport between teachers and students, and students were clearly engaged in tasks. However, in a few lessons, the atmosphere was less dynamic with some students minimally involved.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W2 Pastoral care is very good. All staff and group leaders are encouraged to be aware of student issues and a daily meeting is held with staff in which any welfare issues are raised. Digital systems allow instant recording and communication of any welfare issues by all staff and inspectors saw this in action.
W3 Respect and tolerance feature heavily in the first day induction session as they are central themes in the ethos of the Global Leadership Championship. There is clear information in the student handbook and all staff model and promote positive attitudes. Students have group points deducted for any individual member's disrespectful behaviour. This helps to promote positive attitudes and group responsibility.
W5 Advance online meetings are held with all schools to discuss logistics and travel. Group leaders reported that KEG organises all transfers and excursion transport very effectively.

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
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.	Strength
Comments	
W7 Students are accommodated in boarding houses on the school site. These houses provide a very comfortable and pleasant environment for students. Students sleep in comfortable two, three or four-bedroomed rooms and there is a spacious common room in each house equipped with TV and games. There are also quiet spaces where students can work. W10 Floor plans and room allocation are given to schools eight weeks prior to arrival so that students, parents and group leaders know exactly where and with whom students will be roomed. W13 Students are provided with three meals daily and the quality of food is very high. Meals are healthy, varied and appetising. A cafe also provides high quality snacks and hot and cold drinks. Student feedback was extremely positive about the food. Good provision is made for students with food allergies.	

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	
N/a	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
The relevant criterion in this sub-section is fully met.	

Leisure opportunities	Area of strength
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.	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.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments
W19 Activities, excursions and the evening social programme are fully integrated into the language learning experience of all students and form the ethos of the programmes. Information is detailed and shared with students and their respective schools prior to arrival. W20 A wide range of activities, excursions and events is provided, and the programme is very appropriate to the ages and interests of the students, Students gave very positive feedback about all aspects of the leisure programme, as did group leaders. W21 Activities are very well organised and generously resourced with guest experts and speakers invited to give talks and professional sports coaches brought in for some of the activities. The grounds of the school are extensive and sports and leisure facilities are excellent. W22 Risk assessments are detailed and thorough and activity leaders are well trained and supported.

Safeguarding under 18s

Safeguarding under 18s	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.	Strength
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.	Strength
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	
There were 170 students on the course. All were between the ages of 12 and 17. S4 Three staff had delayed criminal checks, but the risk assessments provided were not detailed enough to demonstrate that keeping them out of regulated activity was being effectively managed. S5 There were no 18 year-olds on the course but the school accepts them if they are still full-time students at school in their home country. In such cases, students are required to abide by the same rules as under 18s. Supervisors and activity leaders are well qualified and experienced. Group leaders are not counted into staff ratios and are used as additional support for the students in their own group. S7 There are thorough risk assessments leading to well planned, safe arrangements within the boarding houses and for the overnight stay in London. There are good staff-student ratios. Two highly experienced matrons from the host boarding school are present overnight throughout the course. They support other house parents and manage safety and security briefings to students.	

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	April 2025
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Provisionally 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	General English course for adult groups -*Bournemouth General English course for junior groups -*Bournemouth Mini-Stays for junior groups -*Bournemouth Summer Camps for junior groups -*Bournemouth Soccer and language camps for groups - *Bournemouth Perform Better Netball Camps – Apex Academy France Perform Better Rugby Camps - Apex Academy France Perform Better Ski Camps – Apex Academy France Tennis and Languages Camp – Rafa Nadal Academy *Bournemouth courses held at ETC College and Westbourne Academy

Private sector

Date of foundation	24 Feb 2023
Ownership	Name of company: Kingfisher Education Group Ltd Company number: 14686495
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	April
Full-time ELT (15+ hours per week) 18 years and over	0	0
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	0	0
Part-time ELT aged 16–17 years	69	69
Part-time ELT aged under 16 years	101	101
Overall total ELT/ESOL students	170	170
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a

Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	18	18
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Mexican, Spanish, Colombian, Brazilian, Honduran, Panamanian, Peruvian	Mexican, Spanish, Colombian, Brazilian, Honduran, Panamanian, Peruvian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	10	11
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	10	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	4	

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 academic manager taught for four hours in the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	5
TEFLI qualification	5
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	0
Total	10
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
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	170
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

Arranged by student/family/guardian		
Staying in own home, with own family or in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	170
Overall total adults + under 18s	170	

Comments
20 additional students enrolled and paid for the course but did not attend due to travel safety concerns.

Items requiring early action
Evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.