

Organisation name	Kings Hall College, Manchester
Inspection date	3–4 September 2025

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 12 months.

Summary statement

The British Council inspected and accredited Kings Hall College, Manchester in September 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

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

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

Introduction

Kings Hall College was founded in 2024 and the school opened in January 2025. It is located in a three-floor building in the centre of Manchester, close to Piccadilly Gardens. The school is currently running General English and exam preparation courses in the morning, with add-on functional English lessons in the afternoon. One-to-one lessons are available. The school also offers EAP and Business English. The school ran a junior summer course, based off-site at Salford University, for students aged 11–17, in summer 2025. The school was provisionally accredited in March 2025. The inspection took place over a day and a half, with two inspectors. They spoke to the CEO, the academic director, the operations director, the marketing manager, the admissions manager and the accommodation & welfare officer. Focus group meetings were held with students and teachers. Six out of the seven teachers timetabled during the inspection were observed. One inspector held video calls with three homestay hosts.

Address of main site/head office
12–14 Lever Street, Manchester M1 1LN
Description of sites visited/observed
Kings Hall College operates out of a three-storey building located in the centre of Manchester, very close to Piccadilly Gardens. There is a reception, staff room, offices for the CEO, academic director & marketing manager, a kitchen and five classrooms on the ground floor. There are seven classrooms, a café, an outdoor courtyard and an office for the operations director on the first floor. On the second floor there is a games room, two prayer rooms, a creche, a computer lab and a presentation room. There are toilets on all 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
General English courses of 15, 20 & 25 hours per week are offered to students aged 16 and above. One-to-one tuition, exam preparation courses and EAP are also offered. At the time of the inspection, seven morning general English classes, two afternoon general English classes, one afternoon IELTS preparation class and one one-to-one classes were running. A junior vacation course was run during summer 2025.

Management profile
The CEO has responsibility for day-to-day running of the school and is assisted by the academic director, the operations director and the marketing manager. All administrative staff report to the operations manager.

Accommodation profile
Students who request accommodation are currently placed in homestays arranged by the school. Places in student halls of residence may be available on request.

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.

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

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme. <i>Academic management</i> is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and welfare of students are of priority. Student services are well managed, including very well-planned, organised and safely delivered out-of-class activities. Accommodation is suitable, welcoming and well managed. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is supported by efficient reporting tools, and safeguarding training is appropriate. Supervision of students is well thought through and executed, and the accommodation arrangements are appropriate.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M4 There is evidence that communication is effective; staff are well informed and engaged. Meetings are regular and well documented. Good use of various channels are used to communicate within the team. Useful newsletters for staff are sent out weekly. Staff interviewed commented on how they feel listened to.

Staff management and development	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 All human resources policies are robust and were completed with assistance from an expert third party organisation. Staff interviewed feel valued and well supported.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	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

Comments

M14 Customer service is delivered to a high standard. Student feedback reported that they felt extremely well looked after and that all staff were very approachable and helpful. Administrative staff are professional and have good industry experience.

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.	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

The main medium of publicity is the website. This is supplemented by a brochure and price list. A number of social media sites are also used.

All criteria in this section are fully met.

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 creates a very positive impression. It is in an excellent state of repair, spotlessly clean and attractively decorated.	
P3 Classrooms are of a good size, well furnished, air conditioned and provide a very suitable study environment.	
P4 Students benefit from extensive communal areas, including a café, two prayer rooms, an IT lab, a common room and a presentation room.	

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

Comments
P9 All classrooms are well equipped with educational technology, which is maintained by a very responsive third party company.

Teaching and learning

Academic staff profile	
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	Met
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.	

Academic management	
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.	Strength
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.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T6 The first day of the week's course is well planned to facilitate the continuous enrolment process, with a test on the previous week's work, while new students are tested or having their induction.

T8 Teachers are provided with excellent day-to-day guidance from a very experienced academic management team. Teachers in the focus group meeting commented very positively on how good and readily available support is to them.

T9 Good arrangements are in place for the observation and monitoring of teachers' performance. Staff in the focus group commented that the observations were both helpful and developmental.

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

Comments

All criteria in this section are fully met.

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.	Met

Comments

All criteria in this section are fully met.

Classroom observation record	
Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, exam preparation

Comments

The academic manager was not scheduled to teach the week of the inspection. The senior teacher was scheduled to teach 15 hours, as is normally the case.

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.	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 produced accurate models of language. The language used for illustration and explanation was appropriate to students' level in the majority of lessons. Models of pronunciation were provided for individual words.	
T20 Lesson plans were based on course objectives and schemes of work in all lessons. Topics and materials were appropriate. Student profiles were provided. Anticipated problems and solutions were identified in the majority of lessons.	
T21 Learning outcomes were expressed in all lessons and shared with learners. There was a clear link between learning outcomes and activities in the vast majority of lessons. Learner reflection was included in planning in some lessons.	
T22 Teachers demonstrated a range of teaching techniques including, elicitation, questioning, nomination, instruction giving and checking understanding of tasks. Choral drilling was also used in some lessons.	
T23 Teachers made use of learning resources available to them, including video display units, whiteboards, coursebooks and handouts.	
T24 Teachers monitored student performance in the vast majority of lesson segments observed. On the spot correction was used in most lessons and delayed error correction was planned in a few lessons.	
T25 Short assessment activities were included in all lessons to enable teachers to evaluate learning.	
T26 Teachers built rapport and trust with learners in the majority of lessons. There was a positive atmosphere in most lessons. Students were engaged and involved. Teachers actively listened to and acknowledged student contributions.	

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 The standard of pastoral care is very good. The staff induction includes a specific focus on the importance of student welfare and all classrooms display the names of team members who are available to provide help with personal issues students may have.

W3 Related policies and procedures are very clearly and appropriately presented. Staff are trained in recognising any signs of abuse and how to respond and report incidents. The students' handbook and induction cover issues related to diversity, friendship and mutual respect in a way that students can easily understand.

W5 Students receive detailed pre-course information on travel to and living in the UK. This is enhanced with a comprehensive induction and informative handbook. All staff are able to provide advice as required. This was confirmed by students.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	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.	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.	Strength

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

W10 Students receive detailed information confirming the accommodation booked which also provides related details on the homestay provision and the hosts.

W11 In the students' initial face-to-face welcome and induction, they are requested to report any problems they are having with their accommodation. Any problems are communicated to homestay hosts on an ongoing basis.

<i>Accommodation: homestay only</i>	
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

None.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

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.	Met
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 A weekly emailed newsletter to students provides an overview of planned social activities for the week, as well as highlighting local cultural, social and sporting events that may be of interest.

W20 The leisure programme offers a good variety of activities appropriate to the age and interests of students. Excursions can be booked locally with an established company, which always carries out required risk assessments with international students in mind. Feedback from previous courses and the interests of current students are taken into consideration when developing the programme. There is an ongoing effort to introduce new ideas and activities.

W22 All activities are thoroughly risk assessed by an experienced member of staff. These form the basis of briefing for anyone involved in the supervision of students during subsequent activities. The risk assessment information is presented in a very accessible manner. Staff sign to confirm they are fully aware of the management of any associated risks.

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.		Strength
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.		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, there were seven students aged under 18 enrolled.

S1 The safeguarding policy is extremely thorough and is supported by relevant practical documents such as codes of conduct and well-established incident-reporting documentation.

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	March 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	N/a

Private sector

Date of foundation

2024

Ownership	Name of company: KH College Ltd Company number: 15913974
Other accreditation/inspection	ASIC
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	Peel Building, Salford University in July/August between 3-6 rooms used.

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	31	57
Full-time ELT (15+ hours per week) aged 16–17 years	5	81
Full-time ELT (15+ hours per week) aged under 16	0	114
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	37	253
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–30	16–30
Adult programmes: typical length of stay	3–11 months	2–8 weeks
Adult programmes: predominant nationalities	Saudi, Kuwaiti, Turkish	Saudi, Kuwaiti, Turkish
Junior programmes: advertised minimum age	0	11
Junior programmes: advertised maximum age	0	17
Junior programmes: typical length of stay	0	2–4 weeks
Junior programmes: predominant nationalities	N/a	Saudi Arabian, Kuwaiti, Turkish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	15
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

The Senior Teacher teaches 15 hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2

TEFLI qualification	5
ATEFL 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	7

Comments

None.

Accommodation profile

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

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	9	5
Private home	N/A	N/A
Home tuition	N/A	N/A
Residential	4	0
Hotel/guesthouse	0	N/A
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	17	2
Overall totals adults/under 18s	30	7
Overall total adults + under 18s	37	