

Organisation name	Language Tree, Penryn
Inspection date	9–10 July 2025

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.

Summary statement
The British Council inspected and accredited Language Tree in July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).

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

Strengths were noted in the areas of care of students and leisure opportunities.

The inspection report noted a need for improvement in the areas of publicity, course design and safeguarding under 18s.

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

Introduction
Language Tree is a language school based in Cornwall, founded in 2017. Since the last inspection the provider has closed its year-round school and is now mostly a summer provider, although some closed groups are accepted during the year. In the summer, the school operates from the Penryn campus of Falmouth University, located outside the town of Penryn. Summer programmes for under 18s, families and adults are offered.

The two inspectors interviewed the principal, the assistant manager and the designated safeguarding lead. Interviews were also held with all of the teachers, a group of students and group leaders. One inspector visited two accommodation blocks and spoke to two homestay hosts via video call. All teachers timetabled during the inspection were observed.

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 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

The school offers vacation courses for adults and young people, families and under 18s. The school also offers closed group courses for adults and under 18s year-round. The courses combine general English and culture and are linked to the activity programme on offer.

### Management profile

The principal of the school combines the roles of general and academic manager. He is assisted by the assistant manager and the designated safeguarding lead (DSL).

### Accommodation profile

The school offers both homestay and residential accommodation. Language Tree can use up to around 30 hosts in local areas, with six being utilised at the time of the inspection. The school uses single and twin en-suite residential rooms in flats with seven bedrooms and a communal kitchen.

### Summary of inspection findings

#### Management

The provision meets the section standard. Overall, the management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. 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. Learning resources are available, although for certain elements of courses they are lacking.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) mostly appropriate to the context. Teachers receive guidance to ensure that they support students in their learning. Certain elements of the courses lack structure. The teaching observed meets the requirements of the Scheme. There is a need for improvement in *Course design*.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of students for security and information. Students benefit from well-managed student services. Pastoral care and out-of-class activities are generally delivered to a high standard. *Care of students* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 during the leisure activities and accommodation provided. However, not all recruitment procedures are fully met and emergency contact details are not available for all students.

There is a need for improvement in Safeguarding under 18s.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not 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

M3 There are not sufficient staff to manage and deliver the provision. The assistant manager is often teaching and the principal takes complete responsibility for operations and academic management, as well as residential duties. Staff interviewed commented on the principal's lack of time for certain responsibilities.

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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

### Comments

M9 Although job descriptions are in place, some details are missing such as accommodation responsibilities, DSL duties and evidence of review.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

### Comments

M14 Customer service is very good, evidenced through group leader comments, student feedback and online reviews.

M17 Some designated emergency contacts for students were not on file, or accessible remotely. The school relies on group leaders keeping the contacts.

Publicity	Need for improvement
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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met

### Comments

The school's main publicity is the website. This is supplemented by brochures and social media.

M23 Although the majority of information is correct, the total number of hours taught is inaccurate, due to breaks. Also, classes are repeatedly stated as 'small' but the actual maximum class size (15 for under 18s) could not be described in this way.

M25 Supervision outside class times and arrangements for travelling from the accommodation to the teaching centre are missing from publicity.

M27 Publicity repeatedly mentions 'qualified staff' but a third of teaching staff lacked appropriate qualifications at the time of the inspection.

## Premises and resources

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

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.	Not 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.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
P7 There are insufficient appropriate learning resources for the lessons which have a cultural focus.	

## Teaching and learning

Academic staff profile	Need for improvement
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.	
<b>Comments</b>	
The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the school's context. Although the less experienced teachers had received good training before their deployment, insufficient ongoing support was given by an appropriately qualified academic manager during the courses. The recruitment and support policy had not been effectively implemented.	

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.	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.	Not 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.	Not met

Comments	
T8 Due to the principal's heavy workload, teachers do not receive day-to-day support from a suitably experienced and qualified academic manager. Teachers interviewed mentioned that support was offered by the assistant manager in the main.	
T10 There is no CPD in place for seasonal teachers.	

Course design and implementation	Need for improvement
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.	Not met

**Comments**

T11 Half of the course is dedicated to coursebook material, and the other half has a cultural focus. Teachers are left to choose the course materials they want to use from the coursebook. The lessons on culture lack structure and the design of it and materials for the lessons are entirely the responsibility of the individual teacher, who lack the experience or qualifications to do this effectively.

T14 The cultural lessons do not have written course outlines or intended learning outcomes.

<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 met.

**Classroom observation record**

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English (adults and under 18s)

**Comments**

All teachers scheduled the week of the inspection were observed.

<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.	Not 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 provided clear examples and explanations. The language used for illustration and exemplification was appropriate to students' level. There were some examples of teachers helping to develop emergent language.

T20 Lesson plans were based on course objectives. Timings of activities were realistic.

T21 There was a clear link between learning outcomes and activities in most lessons.

T22 Teachers generally displayed techniques to present and practise language and to develop skills including, concept checking, elicitation, questioning and nomination.

T23 There was competent use of educational technology, coursebooks and boards in most lessons. Seated arrangements were controlled, in some segments.

T24 Teachers monitored students in the majority of lessons, but very little error correction was seen. Correction was not seen to be planned in any lessons.

T25 Activities were included to give students opportunities to see how well they could perform against learning outcomes in most lessons.

T26 Teachers demonstrated good rapport with learners in most lessons. Most lessons included a balance of interaction.

## 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.	Strength
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.	Met
W6 Students have access to adequate health care provision.	Met

### Comments

W1 Language Tree has a comprehensive emergency plan to cover all on-campus and off-site contingencies and makes good use of the SafeZone app for cross-notification of emergencies.

W2 Excellent pastoral care is offered both informally and formally in line with the caring ethos of the school. This includes one-to-one check-ins and an on-site induction based around the interactive student handbook.

W3 There are clear policies and guidance, supported by relevant training, concerning tolerance and respect. Risk assessments include details about how to deal with cases of abusive behaviour.

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.	Not 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.	Met

### Comments

W7 Overall this criterion is met. Students are very happy with the hosts and their facilities. The residential accommodation is adequate, although some of it looks shabby and in need of refurbishment.

W9 The residential accommodation fire risk assessment is inadequate and does not refer to the fact that the kitchen facilities have not been de-activated. No residential fire drills had been conducted, and students were not aware where the meeting point was in the event of evacuation.

W10 The school has a very good policy of providing information about their hosts, including pen portraits, to students and putting them in email touch with each other. Both students and hosts stated that they valued this service.

W11 There are procedures for identifying and resolving problems, although sometimes the university accommodation services had been slow to respond to issues that had been raised.

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
<b>Comments</b>	
All criteria in this sub-section are fully met.	

<i>Accommodation: other</i>	
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.	N/a
<b>Comments</b>	

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.	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 Very good information and guidance is given to students who want to explore Cornwall and engage in independent travel in line with the core principles of the school.  
 W20 The content of the leisure programme is clearly linked to student needs and interests, and also importantly to the extensive local knowledge of the school.  
 W21 The leisure programme is well organised and well resourced. Excursions are well prepared, staff are thoroughly briefed, and there are maps and handouts available for staff and students.  
 W22 Risk assessments are detailed and are made known to all staff on activities and excursions. Activity leads are designated who carry risk assessments, a low-level concerns form, and a safeguarding form. Staff are encouraged to contribute to the development of these documents.

## Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	Not 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.	Not met
<b>Comments</b>	

At the time of the inspection there were 43 under 18s studying on the young learner and the family programmes. This number was due to rise to 72 at peak.

S4 There were not two references on file for two members of staff.

S5 Toilet arrangements on the third floor, where the classrooms were located, and elsewhere were inadequate, as none had been designated for the exclusive use of adults or under 18s. University staff were also still working on the third floor.

S8 Not all parents' contact details were available at the time of the inspection.

### 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	2020
Last full inspection	2020
Subsequent checks/visits (if applicable)	2022
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Coast walking experience
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2017
Ownership	Name of company: Language Tree Ltd Company number: 07803317
Other accreditation/inspection	N/a
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

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	12	20

Full-time ELT (15+ hours per week) aged 16–17 years	3	12
Full-time ELT (15+ hours per week) aged under 16	40	60
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>55</b>	<b>92</b>
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	17–60	17–60
[Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	German, Swiss, Italian	German, Swiss, Italian
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian, German, Swiss	Italian, German, Austrian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	6	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	Number of academic managers
Professional qualifications	
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2

#### Comments

Neither the principal nor the assistant manager were teaching the week of the inspection, although the assistant manager usually teaches around 15 hours per week.

#### Teacher qualifications profile

Profile in week of inspection	Number of teachers
Professional qualifications	
TEFLQ qualification/profile	0
TEFLI qualification	4
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*	2
Total	6

#### 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	3	5
Private home	0	0
Home tuition	0	0
Residential	7	37
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	2	0
Overall totals adults/under 18s	12	43
Overall total adults + under 18s		55

#### **Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in M17, S4, S5, S8 and W9 have been addressed.