

Organisation name	Language Tuition Nottingham
Inspection date	24–25 April 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 continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and <i>Safeguarding under 18s</i> have been addressed.

Summary statement
<p>The British Council inspected and accredited Language Tuition Nottingham in April 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).</p>

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

Strengths were noted in the areas of premises and facilities, academic staff profile, academic management, course design, learner management, and teaching.

The inspection report noted a need for improvement in the area of safeguarding under 18s.

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

Introduction

Spanish Tuition Nottingham was originally founded in 2008 offering Spanish language classes to the local community. In 2015 the school was bought by the current owner who changed the name of the company to Language Tuition Nottingham (LTN) when she introduced English language teaching. Currently Spanish courses are run in the evenings and English courses in the day times.

The school works closely with the East Midlands Council and participates in several community-led initiatives. Several students are referred through these projects. The school benefits from advice and support from the Council as well as other small business organisations in the area.

The school also offers ELT teacher training courses leading to certificate level qualifications.

The inspection was conducted by two inspectors over one and a half days. Meetings were held with the owner/manager, the director of studies (DoS), the assistant DoS, and the designated safeguarding person. All teachers scheduled to teach during the inspection were observed.

Address of main site/head office

ZMU Ltd, Gothic House, Barker Gate, Nottingham NG1 1JU

Description of sites visited/observed

The school premises are located in a five-storey commercial building on a quiet street close to the centre of the city and bus routes. The school leases part of the second floor which is accessible by a small lift and stairs, the remaining part of the floor being shared with a small number of private offices, and separate toilet facilities for males and females. The entrance to the school is through a lockable door. Premises include a small reception area, six classrooms of varying size, an administration office, an open recreational area, and an area for teachers (staffroom with kitchenette, resource room, computer plus printer, workspaces, unisex toilets), and a quiet seating area.

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 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 and IELTS preparation courses are run year-round. One-to-one classes are offered on demand.

Management profile

The manager has overall responsibility for all aspects of the running of the school. She is assisted by several part-time administrative assistants. The academic management is the responsibility of the DoS, who is assisted by the assistant DoS.

Accommodation profile

No accommodation is offered by the provider. Information and advice is available to students wishing to rent private accommodation.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

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. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* 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 very good professional profile (qualifications, experience and continuing professional development) entirely appropriate to the context. Teachers receive appropriate guidance to ensure that they support students most effectively in their learning. Courses are well-structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. It meets the needs of students for security and information, although the critical incident plan needs expanding. Students benefit from well-managed student services; pastoral care is delivered to a high standard. There is a minimal leisure programme and no accommodation is offered.

Safeguarding under 18s

Overall, the provision meets the section standard. While some of the provision is adequate, aspects of safer recruitment and training have not been fully understood. Action needs to be taken to ensure all suitability checks are at an appropriate level and additional training is needed for the DSL. Policies and procedures are in place for the supervision of students during scheduled activities; however, some arrangements outside these have not been risk assessed. 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.	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.	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

M1 The statement describing the goals and values of the school is very clear, well known by staff and integral to the working of the organisation.

M3 The structure of most of the operation is very clear, with photos on noticeboards to ensure students are also fully aware. However, the safeguarding structure is not included.

M4 Communication both within the operation and with the wider community are very effective. Good use is made of a range of channels, including social messaging apps. Staff are well informed and engaged.

M7 This criterion is met overall. Most, but not all, points to be addressed have been actioned and the self-evaluation is very thorough.

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

Comments

M9 Safeguarding duties of designated staff are not specified.

M10 There was a lack of relevant documentary evidence of pre-appointment checks in a few cases.

M13 Procedures to ensure CPD of all staff are well established and effective. Financial support is available to upgrade qualifications and staff are actively encouraged to do this.

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.	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.	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 Students and their representatives benefit from very good customer care. Feedback from students indicates that staff are always approachable and helpful.

M15 Students or their representatives receive comprehensive pre-course information and good advice during their course.

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.	Not 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.	N/a
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments
<p>The website is the main medium of publicity.</p> <p>M21 Some information on the website is outdated. This was addressed during the inspection and is no longer a point to be addressed.</p>

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.	Met
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.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments
<p>P2 The premises are in a very good state of repair, cleanliness and decoration. Considerable thought has been given to the functions of the various communal spaces and there is ample space for students outside class time. There is a lift.</p> <p>P4 There are various and ample relaxation areas for students, with table football, TV and games. There are also facilities for the preparation of hot drinks, and to heat food, and an area for eating.</p> <p>P5 Generously sized noticeboards are well presented with useful general information, including a friendly and welcoming 'who's who' photoboard.</p>

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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments
<p>P8 There is a very wide range of good quality physical and digital resources. These are well-organised and accessible and are regularly supplemented by the teachers.</p>

Teaching and learning

Academic staff profile	Area of strength
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 clearly appropriate to the school's context.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile. The course objectives are clearly stated, and the team of teachers are supported and developed by the well-qualified and experienced academic manager.

Academic management	Area of strength
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.	Strength

Comments

T6 Thorough attention is given to all aspects of academic management affected by continuous enrolment. Teachers are given explicit guidance on how to integrate new students into the class and the course structure is effectively designed to cater for continuous enrolment.

T8 Teachers are appropriately guided and well-supported by the academic manager. There are regular and frequent informal meetings to exchange ideas for dealing with specific issues identified by the teachers or the academic manager. Team teaching offers further opportunities for teachers to collaborate.

T9 Teachers have regular observations and these form part of teacher appraisals. Action points from one observation are followed up by the second observation within a specified length of time. Teachers reported back how useful they found the observations.

T10 Procedures to ensure the CPD of all teachers are well-established and effective. As well as the regular in-house training events, where teachers are encouraged to present sessions as well as the academic manager, funding is provided to upgrade qualifications.

Course design and implementation	Area of strength
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.	Strength
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

T11 The course design, which is based around current coursebooks, is comprehensive and offers teachers an effective structure to work within. There are links to supplementary activities and resources, and additional study skills are included in the syllabus and schemes of work.

T12 Courses include an optional allocation of a Friday Study Club morning session, during which students are given the opportunity both in the school and on specially organised trips to use and develop their language skills outside the classroom.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength

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.	Strength
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

T15 Procedures for correct placement are very thorough. Testing covers all skills, including a speaking element, and the starting level is reliably linked to Common European Framework of Reference for Languages standards. T17 Students have regular allocated times for individual tutorials with their main teacher. During these, specific needs and learning plans are agreed. Students are also supported with their individual needs during the Friday morning study skills sessions.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	General English and IELTS.

Comments

Five teachers were scheduled to teach during the week of the inspection, but due to a timetabling change at the last minute, it was only possible to observe each of the four teachers once.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength
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.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Not met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments
W1 There is a comprehensive critical incident plan, but it only deals with potential on-site incidents. While there was evidence that the school had successfully warned students of city centre emergencies and informed them that they should stay at home and that teaching would be online, these procedures are not documented in the plan. There were no procedures for off-site visits.
W2 There is a weekly in-class briefing on support, safeguarding and health and safety issues led by class teachers as well as the initial guidance at students' inductions.
W3 The policy on tolerance, respect and abusive behaviour is in place but is written in often inaccessible language.

Accommodation (W7–W18 as applicable)	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments
No accommodation is offered.

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
None.

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

Comments
The relevant criterion in this section is met.

Leisure opportunities	Met
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.	N/a
W21 Any leisure programmes are well organised and sufficiently resourced.	N/a
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a

Comments

W19 There are a number of visits each year to local cultural events and institutions as part of the Friday Study Club. These are very closely linked to student needs and interests.

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.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Not 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

Numbers of under 18s are very small, and most stay with family members. At the time of the inspection, there was one student aged 17 staying in a student residence with her adult sister who is studying in Nottingham.

S2 Both the designated safeguarding lead and the designated safeguarding person have advanced level training, there is no-one with specialist level training.

S4 A number of references were either missing or unsatisfactory and, although all staff have been DBS checked, enhanced DBS checks had not been carried out.

S7 The under 18 student at the time of the inspection was staying in a student residence arranged by the family. The school had not assessed the suitability of this arrangement.

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	February 2021

Last full inspection	February 2021
Subsequent checks/visits (if applicable)	November 2022 July 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Spanish language tuition and externally validated initial teacher training courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2015
Ownership	Name of company: Language Tuition Nottingham Company number: 9678669
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	July
Full-time ELT (15+ hours per week) 18 years and over	16	18
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	20	25
Part-time ELT aged 16–17 years	1	5
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	37	48
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	25–35	20–35
Adult programmes: typical length of stay	12 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Turkish, Ukrainian	Saudi Arabian, Turkish, Ukrainian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

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	1
Total	2
Comments	
The DoS is not generally timetabled to teach. The ADoS teaches up to 15 hours (also during the inspection) per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	3
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	4
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	36	1
Overall totals adults/under 18s	36	1
Overall total adults + under 18s	37	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 and *Safeguarding under 18s* have been addressed. The required evidence was subsequently submitted.