

Organisation name	Language UK, Canterbury
Inspection date	16–17 June 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.

Summary statement

The British Council inspected and accredited Language UK Canterbury in June 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 private language school offers courses in general English for adults (18+) and young people (16+), and for closed groups of under 18s and vacation courses for under 18s.

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

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

Introduction

Language UK was first inspected in 2009 and last inspected remotely in 2021. The school continues to offer general English courses (16+) and young learner programmes for groups throughout the year from its premises close to the centre of Canterbury. The school offers its own homestay and residential accommodation. A number of changes of academic and administrative staff have occurred since the last inspection.

This inspection took place over one and a half days at a time when there were four morning adult classes running and a one-week group programme for young learner Spanish students. The two inspectors held meetings with the principal, the academic and accreditation consultant, who is also the head of safeguarding, the Director of Studies (DoS), the admissions officer, the marketing manager, the activity co-ordinator, and the accommodation officer. Separate focus group meetings were held with adult students, teachers and group leaders. All teachers timetabled during the inspection period were observed. One inspector visited remotely three homestay hosts and inspected in person the school's two nearby residential houses.

Address of main site/head office

9 St George's Place, Canterbury, Kent CT1 1UT

Description of sites visited/observed

The school occupies a three-storey building. There is a bus stop immediately outside the school and it is a five-minute walk to the town centre. Access to the school is controlled by a buzzer and automatic doors which are controlled from inside the building. On the ground floor the entrance lobby gives access to a reception counter, a seating area and a corridor to classrooms, offices, a teachers' room and toilet facilities. The studios used for online teaching are on the ground floor along with two classrooms, a multifaith prayer room, the cafe and a large multi-purpose conference room. One room is used as a welfare room. The school has a back garden with patio areas and picnic tables. There are additional classrooms on the second and third floors along with offices and the boardroom. Throughout the building there are noticeboards for the display of general information and a staff photo gallery.

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

Comments

General English courses for adults (18+) are offered year round. A number of afternoon options are also offered including IELTS. Online one-to-one lessons are available for under 18s and adults. Junior vacation and closed group junior courses for students aged 12 to 17 years-old are offered during the year.

Management profile

The school is managed by the principal, assisted on the administrative side by a number of staff, who include the academic and accreditation consultant, the marketing manager, the activity co-ordinator, the accommodation officer and the admissions officer. The DoS is responsible for all aspects of teaching and learning and manages the teachers.

Accommodation profile

The provider offers self-catering rooms in its own residences next to the school. This comprises two adjoining houses, each converted into accommodation blocks. There are single and twin rooms, predominantly en-suite, although in some cases two single rooms share bathroom facilities. There is a fully equipped kitchen in each house, and a washer-dryer. Homestay accommodation is also offered in Canterbury and Faversham.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values, and their publicity. Communication and staff feedback systems work very well. Student administration is very effective. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. The learning resources

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

Welfare and student services

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

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

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.	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.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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 are very effective channels of communication within the school with both informal and formal channels working very well, such as regular minuted meetings and good use made of a social messaging app. Group leaders and staff complimented the school on its open-door policy and the availability of managers. M5 Although end-of-course feedback is collected, no formal initial feedback is gathered. M6 Staff feedback is gathered through a number of channels, for example, through meetings and through annual surveys. Staff feel that their views are sought and valued.	
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.	Strength

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.	Not 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 Some job descriptions needed revising to reflect changes of personnel and role responsibilities. There is no clear policy for reviewing and updating job descriptions.
M11 Induction policies and procedures are comprehensive and work well. Staff described their inductions as 'thorough'.
M12 Not all appraisals for long term-staff were on file, and other ones were incomplete in terms of not having management comments included in them.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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.	Strength

Comments

M14 Student feedback, both oral and written, clearly indicates that staff are helpful and courteous and provide a very good level of customer service.
M15 There is a very good range of channels for providing course advice to students both before and during their stay in the school. The school regularly advises agents on courses and any updates.
M20 The complaints procedure is clear, and evidence was presented of it being implemented very effectively on the rare occasions when activated.

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.	Strength
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.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website and the use of a variety of different social media channels.
M21 The publicity is generally attractive and accurate, but a number of the stock photos on the website were potentially misleading due to some of the resources displayed in them. These were removed shortly after the inspection, and this is no longer a point to be addressed.
M23 Information about courses is very clear. The website is easily navigable and there are well laid out sections for all courses that contain sub-sections on structure, target student types and *Course Facts*.
M26 The publicity gives very detailed and accurate information about accommodation supported by photographs.

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.	Met
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.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P3 Classrooms in use are large and spacious with movable furniture and good natural light. P4 Students have very good facilities for relaxing, including a large common room (conference hall), a café with numerous tables and a large back garden with picnic tables. P5 Signage is very clear and there are attractive notice boards containing useful information and a photo gallery of staff.	

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
Comments	
P7 On adult courses, the arrangements for students accessing learning materials were inadequate at the time of the inspection. The stated policy of students buying books or being loaned copies was not operating at the time of the inspection.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the school's context. The recruitment and support policy is appropriately devised and implemented in line with the stated course objectives and the student profile. Teachers with an appropriate professional profile receive the necessary additional support.	
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.	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.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T8 The DoS provides excellent guidance to teachers both formally and informally, and his assistance and support is greatly appreciated by all of the teachers.

T9 Formal observations have taken place for many, but not all of the teachers or the DoS, who often teaches.

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 sub-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.	Strength
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

T16 All students on the adult courses do weekly tests and long-stay students get regular, detailed tutorials with the DoS.

Classroom observation record

Number of teachers seen	Six
Number of observations	Six
Parts of programme(s) observed	Young learner lessons and group and one-to-one adult classes.

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength

T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers mostly produced accurate models of spoken English and demonstrated some good awareness of aspects of grammar and pronunciation.

T20 Lesson plans clearly took into account learner needs, particularly in the case of the small general English classes.

T21 In most classes, learning outcomes were shared with students. There was a clear link between activities and outcomes.

T22 There was some competent use made of teaching techniques including elicitation, nomination and prompting.

T23 Classroom seating arrangements were generally appropriate, and resources such as whiteboards and video were suitably managed.

T24 Teachers largely monitored students' language during activities, particularly in smaller classes, and there was evidence of some constructive correction and feedback in most lessons.

T25 Most lessons included short tasks to evaluate whether learning was taking place.

T26 All teachers had very good rapport with their classes, and there was a positive learning environment in all lessons. Very good use was made of personalisation and teachers provided opportunities for students to interact communicatively with each other.

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.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments

W1 Although there are many of the constituent parts of an emergency plan, these largely relate to on-site activity. There are no procedures for locating and communicating with students and staff when they are off site.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
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.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 The accommodation visited, both homestays and the residences, is of a high standard.
W9 Homestays are inspected once a year and there are daily visits to the residences.
W10 Very full written and photographic accommodation profiles are sent to incoming students together with personalised travel to school information.
W12 Homestay hosts are sent an extremely comprehensive handbook that covers every possible eventuality.

<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.	Not met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

W17 No information about renting private sector accommodation is available to students.

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

Comments

W19 Local events are advertised on noticeboards and can be accessed through a prominently displayed QR code. There is also a leaflet stand for local attractions. Help is given with bookings and advice on travel.
W20 There is a wide range of activities appropriate to student ages and interests. Closed group programmes draw on feedback from previous iterations, and plans are shared and agreed with agents and sending institutions.
W23 Activity staff are experienced and often have specialist interests; they are encouraged to lead activities within their field. They reported that inductions are comprehensive and thorough. The level of support provided by the activity co-ordinator was reported to be excellent; training was purposeful with plenary sessions followed up with one-to-one meetings if necessary.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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

There were 27 under 18s in the school at the time of the inspection. This number was due to increase to 50 in the summer. All criteria in this area are fully met.

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	2009
Last full inspection	2021
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	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	12 March 2007
Ownership	Name of company: LanguageUK Ltd. Company number: 06150934
Other accreditation/inspection	BAC

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	In peak week: July 20 Select year (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week July
Full-time ELT (15+ hours per week) 18 years and over	3	14
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	4	20
Part-time ELT aged 16–17 years	0	14
Part-time ELT aged under 16 years	27	36
Overall total ELT/ESOL students shown above	34	84
Junior programmes: advertised minimum age	5 (family programme)	5
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Moroccan	Italian, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	8–12 weeks	1–12 weeks
Adult programmes: predominant nationalities	Saudi, Turkish, Italian, Japanese	Saudi, Spanish, Turkish, German, Swiss, Moroccan

Staff profile

	At inspection	In peak week July 2025
Total number of teachers on eligible ELT courses	6	8
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1

Comments

The DoS was not scheduled to teach, but was on cover in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	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	1	27
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	3	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	N/a	N/a
Staying in privately rented rooms/flats	3	N/a
Overall totals adults/under 18s	7	27
Overall total adults + under 18s	34	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed.
W1 There are no procedures for locating and communicating with students and staff when they are off site.
W17 No information about renting private sector accommodation is available to students.