

Organisation name	Leeds Language Academy
Inspection date	10–11 July 2018

<b>Section standards</b>	
<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 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.	N/a

<b>Recommendation</b>
We recommend accreditation with a spot check in the first 12 months focusing on the points to be addressed.

**Summary statement**

The British Council inspected and accredited Leeds Language Academy in July 2018. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the area of academic management.

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

## Introduction

Leeds Language Academy (LLA) was first accredited in 2009. However, after an increase in the junior provision and a spot check in 2017 accreditation was withdrawn because the section standards for welfare and student services and care of under 18s were not met. Since the beginning of the academic year (October 2017) no students under 18 have been accepted and the school is planning to move its focus towards academic English. The company is soon to open a school with an academic focus under a new brand name in a different location. In the short term LLA will continue trading in its present form and at its current location.

This inspection took place during a period of transition in the school and new practices and systems were being implemented. Since the last inspection there has been a management restructuring and the TEFLQ academic principal has become the managing director.

This inspection took place over one and a half days. The inspectors had meetings with the managing director, director of studies, administrator and welfare officers. Focus group meetings were held with students and teachers, and all teachers scheduled to teach at the time of the inspection were observed. One inspector visited a private home and a student residence.

## Address of main site/head office

14A Woodsley Road, Leeds LS3 1DT

## Description of sites visited

Leeds Language Academy is located in a small street in a Leeds suburb, about ten minutes' drive from the centre of Leeds. It occupies the ground floor of a converted terrace property and comprises a reception area, four classrooms, an office, a teachers' room, toilets, a kitchen, and a large central sitting area.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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"/>
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 classes to adults are offered year round on a continuous enrolment basis. Classes run between 09.00 and 13.30 Monday–Friday. Lessons last 50 minutes and students can choose either 15 or 21 lessons per week. Language 'clubs' are also available free of charge on three afternoons a week from 14.00–14.50. One-to-one classes are offered to all students, usually as an add-on to their group classes, but none was running during the week of the inspection.

## Accommodation profile

The school offers a limited amount of accommodation in four houses and a student residence. At the time of the inspection two students were staying in private homes and one was in the residence.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Strategic management and communication channels are good. Mechanisms for collecting student feedback are satisfactory and there are sound procedures for obtaining feedback from staff. Staff management and development, and induction and appraisals procedures are satisfactory. Customer service is carried out to a high standard. Student administration is generally satisfactory but weaknesses were noted in complaints and punctuality procedures. Publicity is generally satisfactory but weaknesses were noted in some aspects.

### Premises and resources

Report expires 31 March 2023

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The provision meets the section standard. Premises and facilities meet the needs of students and staff. Learning resources are appropriate and adequate in number to support effective learning and teaching.

### Teaching and learning

The provision meets the section standard. The teaching team profile is satisfactory and the qualification profile of the management team is very good. Aspects of academic management are very good and course design and learner management are satisfactory. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including, leisure opportunities and largely appropriate accommodation.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Legal and regulatory compliance

Staff were not fully informed of the copying limits on published materials.

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## 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 school's mission statement is in evidence throughout the school and in teacher and student handbooks, and is well integrated into current practice.

M4 There are very good communication channels within the school at both formal and informal levels. They include a communications log, which records information and agreements made with staff outside formal meetings. Staff reported that the log has proved to be very useful.

M6 Staff feedback is collected informally during weekly meetings and formally at the end of each term, and an action plan is created.

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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 regularly reviews these.	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, 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 of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

All criteria in this area are fully met.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met

#### Comments

M14 Very good customer service is provided by the management and administrative team, who all have TEFL qualifications and are able to provide information and advice in a number of languages.  
M19 There is a clear and effective attendance policy, but punctuality problems were noted during the inspection, and procedures for dealing with lateness were weak.  
M21 Lack of clarity and inaccuracies were noted in the complaints procedure communicated to students.

<b>Publicity</b>	Met
M22 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
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 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
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

#### Comments

Publicity consists of a brochure, website, and a social media presence.  
M23 The English in the publicity is clear, accurate and accessible but there is an over reliance on internet-based translation tools for translations.  
M27 Publicity describes private homes with more than four students as homestay accommodation.  
M28 On the website extracts from an inspection report and a student quote include the phrase 'highly qualified' to describe the teachers, which is inaccurate. The phrase was removed during the inspection so this is no longer a point to be addressed.

## Premises and resources

<b>Premises and facilities</b>	Met
P1 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
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

P1 Good use has been made of the limited space available to provide a comfortable environment for students and staff. Premises are well maintained and clean.  
P5 Noticeboards are visually attractive and give relevant information. Colourful branding in notices gives a clear sense of identity.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P10 The school is in the process of creating an online portal for students to include individual weekly targets.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

#### Comments

T1 One teacher did not have a Level 6 qualification but has a diploma in higher education. The teacher also has good overseas experience and has worked in professional centres under the guidance of qualified managers. The rationale provided was accepted within the context of this inspection.  
T4 Both the managing director (MD) and the director of studies (DoS) are TEFLQ and have a range of teaching experience both in the UK and overseas.

<b>Academic management</b>	Area of strength
T5 Teachers are matched appropriately to courses.	Strength

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T5 Teachers are matched to course levels at recruitment and continuing professional development (CPD) is provided if teachers wish to diversify their teaching.  
T9 The full-time DoS has no regular teaching commitment and provides exceptional levels of day-to-day guidance and support for a small teaching team. The high quality of support was confirmed by teachers in the focus group.  
T10 There are observations every other month, alternating between drop-in and full observations. Observation templates are clear and detailed and there are action plans where performance is thought to be less than satisfactory. There are good links between observations and CPD.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T15 Some attention is given to study and learning strategies but tighter specification is needed to ensure they are covered systematically.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T18 There is a range of useful mechanisms to ensure that student progress is reliably monitored and supported, including four-weekly progress tracking, tutorials and individual learning plans.  
T21 Academic reports are available to students every four weeks and there is a good end-of-course report, which includes an indication of band level. However, there are no descriptors on the report to indicate what the band level means.

**Classroom observation record**

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English classes.

**Comments**

None.

<b>Teaching: classroom observation</b>	<b>Met</b>
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been considered.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

**Comments**

T23 In the main teachers gave good models of spoken English and provided help with the sound system of the language but there was insufficient focus on word stress to facilitate the learning of new lexis. Most teachers showed a sound knowledge of English, although some word definitions were misleading.

T24 Clear and detailed plans included student profiles and lesson rationales, demonstrating strong awareness of individual and group strengths and needs.

T25 Learning outcomes were clear, and lessons were coherent and well staged but there were too few differentiated activities in mixed ability classes.

T27 Interactive whiteboards and course materials were used well overall, although whiteboard displays were sometimes overwritten and messy.

T30 Classroom atmosphere was positive and purposeful. Teachers balanced teacher and student talking time well. Clear instructions, good voice projection, appropriate pacing, and use of nomination were all features of the best lesson segments observed. Learners were fully engaged in all lessons.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and segments ranged from very good to satisfactory. In the main, teachers had good language awareness and provided appropriate models of English, although weaknesses were noted in the teaching of vocabulary. The content of lessons demonstrated a strong awareness of individual and group needs, and there was a clear link between learning outcomes and activities. However, there needed to be more differentiated activities in mixed ability classes. Classroom management was effective overall but some whiteboard presentations were confusing. A positive and purposeful learning atmosphere was established in all classes.

**Welfare and student services**

<b>Care of students</b>	<b>Met</b>
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 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
W4 There are policies to promote tolerance and respect, and procedures for dealing with	Met

any abusive behaviour. All staff and students are aware of these.	
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W3 The school employs two welfare officers to ensure that students can speak with someone of their preferred gender. The primary welfare officer conducts welfare tutorials with all students. W7 Students receive appropriate advice through attractive and up-to-date sections of the website, the student handbook and displays on noticeboards.	
<b>Accommodation (W9–W22 as applicable)</b>	
<i>All accommodation</i>	Met
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W9 Both types of accommodation visited offered a good standard of accommodation to students. W12 The information that students receive about their accommodation does not always include the approximate time and the cost of travel between the accommodation and the school premises. The description of the type of accommodation is not always accurate, for example, private home accommodation was described as homestay.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
W16 The 'homestay' visited was accommodating seven students at the time of the inspection.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	
	Met

W23 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
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Comprehensive information is provided to students through newsletters, displays on noticeboards, handbooks and social media sites. Students are made aware of opportunities for joining local speaking clubs.

#### 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 Sampling identified the following issue: staff were not fully informed of the copying limits on published materials. The school should seek further advice from the relevant statutory body.

#### Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	2014
Subsequent spot check (if applicable)	2015, 2016, 2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2014
Current accreditation status	Not 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	2006
Ownership	Leeds Language Academy (LLA) Company number: 05707171
Other accreditation/inspection	ISI

#### Premises profile

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

<b>Student profile</b>	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	17	28
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	1	2
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>18</b>	<b>30</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18 +	18+
Adult programmes: typical age range	18–59 (average age: 30)	18–65
Adult programmes: typical length of stay	2–44 weeks (average stay: 15 weeks)	2–44 weeks
Adult programmes: predominant nationalities	Saudi, Kuwaiti, Turkish, French	Saudi, Kuwaiti, Turkish, French

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	4
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	0	
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	2	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

The MD and the DoS provide cover only. Neither was scheduled to teach during 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
Teachers without appropriate ELT/TESOL qualification	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	2	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	1	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	20	N/a
Overall totals adults/under 18s	23	N/a
Overall total adults + under 18s	23	