Inspection report

Organisation name	Norwich Study Centre (Flying Classrooms)
Inspection date	19–20 August 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 M17, M18, W1, W22, and S5 have been addressed.

Summary statement

The British Council inspected and accredited Norwich Study Centre in August 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 and professional English for adults (18+) and young people (16+) and vacation courses for under 18s.

Strengths were noted in the areas of learner management and teaching.

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

Introduction

Norwich Study Centre, which also goes by the name of 'Flying Classrooms', is based in the city centre of Norwich. The school runs courses for adults and young adults (16+) and vacation courses for students aged 11−17. The school also offers teacher development and professional courses. The inspection took place over one and a half days. The inspectors held meetings with the director, the academic advisor, the two senior teachers, the office manager/academic communication coordinator, the student officer, and the activity leader (remotely). A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed. One inspector carried out a remote inspection of three homestays.

Address of main site/head office

5 Tombland, Norwich NR3 1HE

Description of sites visited/observed

The school occupies two adjoining period properties in the centre of Norwich, close to the cathedral. In 5 Tombland the main entrance leads to a student common room which leads into a courtyard area. On the first floor there are four classrooms, a reception area and offices. On the second floor, there are two classrooms, the staffroom, the study centre and a one-to-one room. In 4 Tombland, there are seven classrooms on three floors.

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

The school runs courses in general English for adults and young adults (16+) throughout the year. Vacation courses for juniors are offered during the summer, and some courses for closed groups of juniors are held outside the summer months. ESP and teacher development courses are also occasionally held. At the time of the inspection, the school was running general English courses, including preparation for IELTS, and a course for a group of taxi drivers/tour operators.

Management profile

The director is responsible for the overall management of the school and leads on recruitment, staff development, welfare and safeguarding. The office manager reports to the director and she in turn line manages the student officer and the activity leader. The academic management team is made up of the director, two senior teachers and an external part-time academic advisor.

Accommodation profile

There are around 60 homestays on the register with 16 in use at the time of the inspection. There is an option to have half board or self-catering within homestay. Accommodation is also available in a student residence and although the school has visited the accommodation it does not have any involvement in the booking and payment arrangements. The respective school and student responsibilities are made clear to students at initial enquiry and enrolment stages.

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. 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.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Learner management* and *Teaching* are areas of strength.

Welfare and student services
The provision meets the section standard. Students are well cared for by competent staff in a safe and secure environment. They are provided with detailed information and advice to enable them to live comfortably in the UK. Accommodation is of a high standard. Students benefit from a modest social programme and receive helpful guidance about leisure opportunities.

Safeguarding under 18s
The provision meets the section standard. There is a detailed safeguarding policy, and staff and homestay hosts receive appropriate training. Parental consent forms are well written and comprehensive. There are good arrangements for keeping under 18s on adult courses safe in the school and in their accommodation. Arrangements for under 16s outside planned classes are insufficiently detailed.

Declaration of legal and regulatory compliance
Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	Strength
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 There is a clear statement describing the organisation's strategic mission and vision which is made known to staff and students through the website, handbooks and notice boards. The ethos of community is integral to the working of the school and is reflected in the volunteering programme offered to students.
M2 There is a detailed plan for development until 2027. This plan relates specifically to the goals and values of the school and has been shared with staff as appropriate.
M4 Communication within the school is effective. There are regular formal minuted meetings and more informal means of communication are used: face-to-face, via emails and social media. Staff members are engaged and reported that they felt well informed. Communication with homestay hosts is very well managed.

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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments	
All criteria in this area are fully met.	

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.	Not met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not 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 commented very positively on the standard of information, advice and support from administrative staff. Systems allow staff to input and access information about individual students and there is evidence that students and their needs are well known to administrative and welfare staff. M15 There are efficient systems to ensure students, and their parents when appropriate, receive detailed pre-course information and advice. Clear advice about course choice is provided during their stay via individual meetings and tutorials. M17 There are good systems in place to gather and record student contact details such as email addresses and phone numbers. However, the local addresses of adult students who are not staying in accommodation arranged by the school are not obtained and recorded. M18 There are appropriate policies and procedures for recording student attendance (for example by the end of each morning) and for following up lateness and absence. However, the procedures are not always implemented. It was clear that a number of the students consistently arrive late to class. The policy is that under 18s sign in each day and any absence is immediately followed up. However, on the day of the inspection, a number had not signed in although they were on the premises.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments
The website is the main medium of publicity. A brochure and student handbooks can be downloaded from the website. M22 The information on the website, in the brochure and in the handbooks is very attractively presented in clear, accurate and accessible English. M23 This criterion is met overall. Course information for courses is complete, accurate and presented in an accessible way. However, the description of the offering for students under the age of 16 is not always clear.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P2 This criterion is met overall. However, certain areas of the premises are in need of refurbishment.	

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	
P7 This criterion is met overall. There are sufficient learning resources for use by students in the classroom. For those students who choose not to buy the coursebook photocopies are provided. However, see D1. P8 Teachers have access to a good range of online and paper-based resources, including a bank of easily accessed in-house materials designed to supplement the coursebooks in use.	

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 appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
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.	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

T4 The deployment and timetabling of students, teachers and courses is well managed. Teachers share a class of students so that a less experienced teacher can be paired with one who is more experienced. Deployment in specialist areas takes account of teachers' experience and qualifications.
T8 Teachers commented very positively on the quality and availability of support available to them from the academic management team; this includes informal day-to-day support, workshops and the sharing of resources.

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 area are fully met.

Learner management	Area of strength
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.	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

T16 Assessment is integrated into courses and linked to the Common European Framework (CEFR); students' progress is very effectively monitored and recorded. All students receive an academic report at the end of each term or when they leave the school.
T17 Students complete an initial needs' analysis and have regular tutorials where their progress and learning objectives are reviewed and any support needs are discussed.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Morning and afternoon lessons in general English, IELTS preparation, ESP.

Comments

The numbers include the two senior teachers but do not include the teacher who was teaching during the week but not on the days of the inspection.

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.	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.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
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 Spoken and written language was modelled accurately by all teachers and graded for the level of the students. There was a good focus on grammar and pronunciation systems; examples and explanations were relevant and clear.

T20 In all lessons, the content reflected the course objectives and the needs and interests of the group and of individual learners, as detailed in the student profiles. Lessons focused on meeting students' communicative needs.

T21 In the majority of classes, outcomes were clear and shared with students. There were good examples of progress from the familiar to the unfamiliar and reference to previous learning.

T22 All teachers were very competent in their use of techniques to illustrate, exemplify and encourage the use of language: for example, by eliciting, nominating, questioning and setting up controlled practice activities.

T23 All teachers made creative use of the course book to support students' learning and boardwork was of a very high standard. Consideration was given to the pairing and grouping of students to maximise interaction in English.

T24 Most teachers monitored well; error correction was appropriate to the activity and often followed by further practice. Students were prompted to self- and peer correct. In a number of lessons, there was a consistent focus on pronunciation.

T25 In all lessons, a series of short tasks, followed by feedback, ensured teachers and students could evaluate whether learning was taking place.

T26 In all classes, teachers demonstrated good voice projection and energy and there was an appropriate balance of teacher and student talking time. There was a purposeful and inclusive atmosphere; students were fully engaged with the content of the lessons and with the tasks.

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

Comments

W1 A comprehensive emergency plan is in place, but not all staff are aware of the relevant aspects pertinent to them.

W2 Students receive a high standard of pastoral care and support. Students are very well supported at a group and individual level.

W5 Students receive personalised information setting out the different options for travel by public transport. Student handbooks are very well presented and provide comprehensive information on all aspects of life in the UK including for example, personal safety, medical and personal insurance.

Accommodation (W7–W18 as applicable)	Met
All accommodation	
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.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	

W7 The accommodation seen is of a very high standard, students receive a warm welcome from hosts and student feedback is consistently positive.
W9 Regular visits take place and fire risk assessments are conducted. There were some gaps in the homestay records, for example, copies of a number of gas certificates were not on file. This situation was promptly rectified when highlighted so is no longer a point to be addressed.
W10 Students receive detailed and personalised information about their hosts and travel between the accommodation and the school. Information about journey time and costs is included.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	

All criteria in this area are fully met.

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.	Met
Comments	

All criteria in this area are fully 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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

W22 Risk assessments are available, but they do not consistently indicate how to respond to situations where students are at risk.

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.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection there were seven 16-year-old students following general English courses. At peak, in July, there were 28 under 18s, the majority of whom were under 16.
S5 Arrangements for the 16-year-olds on courses at the time of the inspection were appropriate. There were no records available to assess if appropriate leisure programme arrangements were in place for students aged under 16 attending courses at peak times such as in July.

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: excessive photocopying of the student coursebooks was taking place. The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2001
Last full inspection	2021 (compliance)

Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher methodology course
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector.

Date of foundation	2000
Ownership	Name of company: The Flying Classrooms Ltd Company number: 03994304
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	34	61
Full-time ELT (15+ hours per week) aged 16–17 years	7	9
Full-time ELT (15+ hours per week) aged under 16	0	19
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**42**	**90**
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–25	16–21
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Japanese	Saudi Arabian, Japanese
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	N/a	2 weeks
Junior programmes: predominant nationalities	N/a	Italian/Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	10
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	2	

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	3
Total	4

Comments

The team consists of the director, the part-time academic advisor who is TEFLQ, and two senior teachers who are both TEFLI. The senior teachers are scheduled to teach, one for 15 hours and one for 21 hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	5
ATEFL registered 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	5

Comments

One teacher was teaching during the week of the inspection but not on the days of the inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	16	7
Private home	0	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
Arranged by student/family/guardian		
Staying in own home, with own family or in privately rented rooms/flats	19	0
Overall totals adults/under 18s	35	7
Overall total adults + under 18s	42	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in M17, M18, W1, W22, and S5 have been addressed.