

Organisation name	OME School of English, Pinner
Inspection date	13 and 17 June 2022

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 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.	N/a

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited OME School of English, Pinner in June 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

OME School of English Pinner was founded in 1993 and first inspected in 2008. The owner, who is also the managing director, is responsible for general management, student administration and welfare.

The school offers general English and examination preparation courses for adults (18+) from its school in Pinner, in north-west London.

This compliance-only inspection, which was conducted remotely, took the equivalent of one day and a part day. The two inspectors interviewed the managing director and the two Directors of Studies (DoSs). Focus groups were held with teachers and students. Three of the four teachers teaching in the week of the inspection were observed by both inspectors. The inspection included a virtual tour of the school premises. Students and staff were also asked to comment on the state of the premises. One of the inspectors conducted a virtual tour of an accommodation provider being used at the time of the inspection and interviewed the host.

In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

Address of main site/head office

22 Chapel Lane, Pinner HA5 1AZ

Description of sites visited/observed

The school is located off the main shopping street in Pinner, a suburb in north-west London. It occupies rooms on the first floor of an office building, shared with other tenants. There is a reception office, a staffroom and two classrooms. A kitchen and male and female toilets are shared with other tenants, occupying other rooms in the building. At the front of the building there is a paved area, which students can use during breaks.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input 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

The school offers part-time and full-time classes in general English and examination preparation courses to adults (18+). Classes run in the morning and afternoon and sometimes in the evening.

Management profile

The managing director is responsible for general and student management, premises and resources, student welfare and accommodation. He is assisted by two academic managers, one of whom is TEFLQ, and an office administrator.

Accommodation profile

Students usually arrange their own accommodation. The school offers private home accommodation and (very occasionally) homestay accommodation, however there has been little demand. One student was staying in self-catering 'private home' accommodation arranged by the school, but this was the first time it had done so for many months.

Summary of inspection findings

Management

The provision meets the section standard. The school is well managed and the management of the provision operates to the benefit of the students and staff and in accordance with the provider's stated goals, values, and publicity. Weaknesses in publicity noted at the start of the inspection have all been addressed.

Premises and resources

The provision meets the section standard. 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 needs of the adult students.

Teaching and learning

The provision meets the section standard. The academic 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 well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are met. Weaknesses in accommodation noted at the start of the inspection have been addressed and the private home accommodation is suitable and managed satisfactorily. The school does not offer a regular social programme but responds to student requests and organises particular activities and excursions.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

The school's mission is made known to staff. The structure of the school is simple. Channels of communication work well and include quarterly teachers' meetings. Feedback is regularly gathered from students and staff. The school conducted a detailed self-evaluation and addressed action points from previous inspections.

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	Met

reviews these.	
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

Human resources policies are appropriate, and all staff have job descriptions. Suitable procedures are in place for recruiting and inducting staff. Staff have all received appraisals and are given opportunities for professional development.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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.	Not 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.	Met

Comments

All staff are helpful and courteous to students. Student enquiries are managed appropriately. Emergency contact details are on file, but these did not include the level of English of the contact. The form was subsequently amended and this is no longer a point to be addressed. The school monitors student attendance but did not specify the minimum level of attendance required. This minimum level has now been added to the website.

Publicity	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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's publicity consists of a website.

The maximum class size was not given on the website. This was added shortly after the inspection and is no longer a point to be addressed. The cost of accommodation can vary; at the time of the inspection a minimum but not a maximum price was given. This information was subsequently added, so this is no longer a point to be addressed.

Not all accommodation services offered were made clear in the publicity and it referred to living with a family when meals are not taken with hosts. The website text was amended, and this is no longer a point to be addressed.

Premises and resources

Premises and facilities	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.	Met
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

Premises are in a reasonable state of repair and all classrooms have suitable equipment that includes whiteboards, noticeboards, tables and chairs. Students can relax in classrooms and in front of the school building. Signage is appropriate. Free drinking water, hot drinks and a microwave for students' use are available on site. A choice of food at affordable prices is available from nearby shops, cafes and supermarkets.

Learning resources	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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Most courses are linked to coursebooks and teachers have access to a range of supplementary resources.

Teaching and learning

Academic staff profile	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.	Met

Comments

One of the academic managers does not have a Level 6 qualification. The rationale provided was accepted within the context of this inspection given the person's extensive professional development experience in a number of different educational contexts. The rationale referred to above also covers the fact that one of the academic

managers is not TEFLQ. The school employs two part-time DoSs, one of whom is TEFLQ. The two DoSs work very closely together and the TEFLQ DoS conducts the formal teaching observations. The rationale is accepted within the context of this inspection.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

Cover arrangements are satisfactory and all teachers are aware of the implications of running courses with continuous enrolment. Relevant day-to-day support is provided to teachers, all of whom have recently been formally observed.

Course design and implementation	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.	N/a
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.	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

There is a coherent approach to course structure which is based on student needs and the selection of appropriate coursebooks. Learning strategies and ways of helping students to speak English outside the classroom are integrated into course design.

Learner management	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.	Met
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

Student placement is appropriate and students take regular tests and are encouraged to register for formal examinations to provide them with clear learning targets.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All classes taking place on Mondays and Fridays.
Comments	
None.	

Teaching: classroom observation	Met
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 taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not 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.	Met

Comments

T23 Teachers generally exhibited a sound knowledge of the linguistic systems of English and in some lessons demonstrated a good awareness of phonological systems.
T24 The content of lessons was based on course objectives.
T25 All lessons had relevant aims, but these were not expressed as learning outcomes. Lessons followed a coherent sequence of related activities, although the pace was a little slow in some segments observed.
T26 A range of teaching techniques was observed, including good elicitation and questioning techniques.
T27 Appropriate use was made of whiteboards and handouts.
T28 Feedback was given on punctuation as well as grammatical errors.
T29 Lessons included reviews of previous learning and other tasks to check that learning had taken place.
T30 Classes generally had positive learning atmospheres. In some segments teacher talking time was excessive.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority of them being met satisfactorily. Lessons were well planned, although aims were not expressed in learning outcomes. Teachers used a good range of techniques and employed the teaching and learning resources effectively. Activities were employed to check student learning and there was a positive learning atmosphere in lessons observed.

Welfare and student services

Care of students	Met
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 any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the	Met

provider, in writing.	
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.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Appropriate risk assessments and emergency planning ensure that the safety and security needs of the students on the school premises are met. They receive effective welfare support from the director himself and from their teachers. Although too long to be easily accessible to lower-level students, the detailed student handbook, available electronically and in each classroom, contains relevant information. Access to health care information and provision is sound.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Not met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	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.	Not met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

Students usually arrange their own accommodation. One student was staying in self-catering private home accommodation arranged by the school, but this was the first time it had done so for many months.

W10 The host families fact sheet does not refer to the frequency with which bed linen will be changed or what laundry arrangements are available.

W11 The director himself inspects any accommodation arranged by the school. However, the system for recording the findings of visits and checks was not sufficiently robust. At the time of the inspection, the accommodation provider was unable to produce an up-to-date Gas Safe certificate, and the school's own inspection checklist failed to identify this clearly. However, shortly after the inspection the accommodation provider forwarded an up-to-date Gas Safe certificate and the school produced a revised checklist. The provision is now satisfactory and W11 is no longer a point to be addressed.

W14 Accommodation providers did not receive written confirmation of the school's rules, terms and conditions in a sufficiently consolidated document. However, shortly after the inspection, the school produced a revised host family fact sheet giving the school's rules, terms and conditions. The provision is now satisfactory and this criterion is no longer a point to be addressed.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Partially assessed
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.	Partially assessed
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Partially assessed
W19 English is the language of communication within the homestay home.	Partially assessed
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Partially assessed

Comments

Although some documentation indicated that services consistent with homestay accommodation can be arranged on request, the school has not arranged any homestay accommodation in recent years. For this reason, it was not possible at the time of this inspection to verify whether the homestay provision would meet these requirements.

Subsequent review of how accommodation services are described may confirm this section to be not applicable.

Accommodation: other	
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.	N/a

Comments

The student handbook has a page on accommodation, which includes points to consider when renting from a landlord.

Leisure opportunities	
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.	Met
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

The school does not organise a regular leisure programme. It informs students through their teachers and on noticeboards of local social, cultural and sporting events and activities that may interest them, and organises occasional student trips on request.

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	2008
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2020
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	1993
Ownership	Name of company: Ozmutes Company number: 4770762
Other accreditation/inspection	N/a

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

Student profile

	At inspection	In peak week: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	3	0
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	22	45
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	25	45
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	18–28	18–28
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Spanish, French	Spanish

Staff profile

	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	1	
Number teaching ELT 19 hours and under a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	
One academic manager taught for three hours in the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	2
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	0	N/a
Private home	1	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	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	12	N/a
Staying in privately rented rooms/flats	12	N/a
Overall totals adults/under 18s	25	N/a
Overall total adults + under 18s	25	