

Organisation name	Oxford International Language School
Inspection date	1–2 December 2025

Section standards	
<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 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
<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.	Met

## Recommendation

We recommend continued accreditation.

## Summary statement

The British Council inspected and accredited Oxford ILS in December 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](http://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 strategic and quality management, premises and facilities, academic management, teaching, care of students, accommodation, and safeguarding under 18s.

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

## Introduction

Oxford International Language School (ILS) is approximately 15 minutes' walk from central Oxford. The school offers open enrolment courses all year round as well as vacation courses for young learners during the summer.

The inspection took one and a half days. Meetings were held with both the school directors, the senior teacher and the activities and administration executive. Both teachers were observed by each of the inspectors separately. Focus group meetings were held with all the students and both the teachers. One inspector carried out a remote inspection of two homestays.

## Address of main site/head office



### Description of sites visited/observed

The school is situated on a shopping street just outside Oxford city centre. The school rents classrooms, meeting rooms and office space in a shared office block, which is owned and managed by an organisation specialising in supporting small enterprises with an ethical orientation. The terms of the tenancy allow Oxford ILS to use and hire extra rooms as and when they are needed. The school is currently using three classrooms, and an office, and other meeting rooms are booked when required. There is a kitchen area, two communal lounge areas, one on the first floor and one on the ground floor, and a patio garden. All of the communal areas as well as the toilets are shared with other tenants of the building. Students aged under 18 have exclusive use of the disabled toilet.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Oxford ILS offers general English and business English courses for adults (16+) year-round and summer vacation courses for students aged 13 to 17. Students can study for 15, 24 or 30 hours per week. One-to-one classes are available throughout the year. Occasional online courses are also conducted subject to demand.

### Management profile

Responsibility for the day to day running of the school lies with the two directors. One of the directors is responsible for publicity, safeguarding and academic matters including the management of the teaching team, and the other is responsible for non-academic matters: finance, administration and accommodation. Both directors are available to teach if required.

### Accommodation profile

The school offers homestay accommodation and has a small number of experienced hosts. However, most students make their own accommodation arrangements. At the time of the inspection, there was one student, aged 17, staying in homestay accommodation arranged by the school.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The school's goals and values are clear, well expressed and known to staff. Communication is very good, using both formal and informal channels. Feedback mechanisms are thorough and all relevant stakeholders are included. Student administration is effective, and information available on the website is generally accurate. *Strategic and quality management* is an area of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, safe and professional environment for work and relaxation. The classrooms are well appointed. Resources for teaching and learning are satisfactory, and educational technology is well maintained. *Premises* is an area of strength.



The provision meets the section standard and exceeds it in some respects. Academic management is very well handled. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are structured and well organised to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. Students benefit from well managed student services and are offered suitable accommodation with experienced hosts. *Care of students* and *Accommodation* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the school premises, in the leisure activities, and in the homestay, accommodation arranged by the school. *Safeguarding* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
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.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

M1 The statement is explicit and covers all aspects of the school's activities. All staff have a shared understanding of the values and philosophy of the school, and this is evident in daily practice.

M3 There is a clear, simple structure in place. Staff can cover for each other as needed and there is evidence of succession planning with job shadowing and training for newer members of the team.

M4 Communication within the school is very good at all levels. Good use is made of formal and informal mechanisms. Feedback from staff, students and homestay hosts is extremely positive. Members of the management team are praised for their care, thoroughness and responsiveness.

M5 Student feedback mechanisms are very good. There is evidence that feedback is promptly acted on when necessary as well as being collated and analysed for future reference.

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.	Strength
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

M10 There are clear and comprehensive procedures for each stage of recruitment with supporting information and templates to ensure consistency. Staff records are in very good order.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### Comments

All criteria in this area are fully met.

<b>Publicity</b>	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	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 form of publicity. The school also has a printed brochure and a presence on social media.

M21 The website is easy to navigate; however, the description of the range and extent of courses was a little misleading. Management promptly revised the information when this was highlighted. The content now gives a more realistic and accurate description of the provision and is no longer a point to be addressed.

M25 The level of care and support is appropriately covered within the description of junior courses but information about the level of care of 16-17 year-olds on adult courses was not easy to find. When this was highlighted to management it was promptly rectified and is therefore no longer a point to be addressed.

## Premises and resources

<b>Premises and facilities</b>	Area of strength
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P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
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

P1 The premises risk assessment is extremely comprehensive and takes into consideration how the building will be used by ILS students as well as assessing the safety of the building, by checking fire and security systems. Records are well maintained and staff receive fire marshal training.

P2 The premises are in very good decorative order and there is good provision for staff or students with disabilities.

P3 Classrooms are very comfortable, spacious and quiet with good natural light.

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

#### Comments

All criteria in this section are fully met.

### Teaching and learning

<b>Academic staff profile</b>	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.

<b>Academic management</b>	Area of strength
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.	Strength

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
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 Teacher deployment is carefully considered and includes, for example, the needs of different student groups and teachers' personal circumstances such as travel and preparation needs.  
T5 Cover arrangements are comprehensive with back up alternatives in the event of cover being required at short notice. Accessible record keeping ensures that cover teachers have all the information they require.  
T6 Very good information and practical guidance is provided in the teacher handbook.  
T7 Induction systems are thorough and returning teachers receive refresher inductions. Comprehensive handover notes are available to teachers taking over an existing class.

#### 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.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	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

T11 Course design is thorough and clearly expressed with detailed guidance for teachers on linking the syllabus and coursebook.

#### Learner management

	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All criteria in this section are fully met.

#### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	All

#### Comments

None.

#### 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.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

### Comments

T19 Teachers demonstrated good knowledge and awareness of the use of English. Explanations and examples were clear and relevant. Pronunciation was particularly well handled with very good attention to modelling and connected speech. The phonemic script was used consistently to support learning.

T20 Lesson content reflected course objectives and the needs of the students. Topics and materials were relevant and timings appropriate. Class profiles demonstrated a very good understanding of individual student needs.

T21 Intended learning outcomes were generally clearly expressed in plans, as well as anticipated problems and potential solutions. Lessons were appropriately staged and logically sequenced.

T22 A wide range of appropriate teaching techniques was demonstrated, including questioning, eliciting, modelling and controlled practice of new language.

T23 In the vast majority of segments teachers managed the classroom environment very effectively. Technology was handled competently and confidently to enhance learning, boardwork was clearly presented, and additional materials were appropriate and well presented.

T24 Teachers provided positive feedback and praise, made confident use of a good range of correction techniques and consistently encouraged peer- and self-correction. There was evidence of planning for error correction in all lesson plans.

T25 In most segments, teachers included activities which gave both themselves and students the opportunity to evaluate learning.

T26 Both teachers promoted a positive and inclusive learning atmosphere, with variety of activity, interaction patterns, and pace. They clearly demonstrated their rapport with and interest in, their students' needs and interests. Learners were actively engaged throughout the lessons.

### Welfare and student services

Care of students	Area of strength
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.	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.	Strength
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

W2 Pastoral care is provided to a high standard. Students receive a thorough induction and are reminded via handbooks and posters about how to seek help with any personal problems. Students spoke highly of the care afforded.

W3 Tolerance and respect feature strongly in the organisation's ethos and stated values. Related policies are made clear to students in ways appropriate to their age and circumstances.

W5 Before arrival, in their welcome pack and during inductions, students receive detailed helpful information about travel to and life in the UK.

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

#### **Comments**

W7 There is evidence from student feedback, and from the accommodation seen during the inspection, that the provision is of a high standard.

W10 Students receive detailed personalised information about their host and the home, and about travel (including costs) between the home and the school.

W11 There are very effective procedures for identifying and resolving any problems students may have about their accommodation. Early in their course, students and hosts are asked individually for feedback about the arrangements. Any subsequent action taken is recorded.

W12 The rules, terms and conditions are very clearly presented and confirmed in writing for every booking.

#### *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**

W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	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.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### **Comments**

W19 Students receive plentiful information about social, cultural and sporting activities in their welcome pack, at induction and via notice boards. They are informed about, and encouraged to participate in, local events.

## Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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.	Strength
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

Students aged 16 and 17 can be enrolled on adult courses. At the time of the inspection, one student aged 17 was attending an adult course. Junior courses for students aged 13–17 are run during the summer. There are occasional groups of students aged under 18, accompanied by group leaders.

S1 There is a comprehensive safeguarding policy which is updated annually or as required. A shorter version is available to parents and guardians. The policy is implemented through, and supported by, relevant practical documents.

S4 Safer recruitment procedures are comprehensive; there is evidence in staff and homestay files that procedures are rigorously implemented. For example, references for homestay hosts are followed up with a phone call.

S5 The premises are very secure. Junior students are accompanied into the building. Under-18s attending adult courses must sign in and out every time. Careful thought has been given to how the premises and facilities can be shared with adult users. There are appropriate procedures, based on risk assessments, to ensure the safety of the younger students during visits and excursions.

S7 Accommodation for under-18s is carefully selected and checked. Account is taken of location and risk assessments have been conducted for travel between the school and the homestay accommodation.

### 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
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First inspection	March 2016
Last full inspection	December 2021 (Compliance)
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	January 2009 in London under the name EMA Language School January 2012 in Oxford as Oxford International Language School (Oxford ILS)
Ownership	Name of company: Inspire Executive Solutions Ltd Company number: 05509496
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
<b>ELT/ESOL students (eligible courses)</b>	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	4	8
Full-time ELT (15+ hours per week) aged 16–17 years	1	22
Full-time ELT (15+ hours per week) aged under 16	0	3
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>5</b>	<b>33</b>
Adult programmes: advertised minimum age	16	13
Adult programmes: typical age range	25-30	20
Adult programmes: typical length of stay	12 weeks	4 weeks
Adult programmes: predominant nationalities	Japanese/Spanish, Swiss/Italian, Djiboutian, French, Chinese	Argentinian, Spanish, Italian, French, Polish
Junior programmes: advertised minimum age	0	13
Junior programmes: advertised maximum age	0	17
Junior programmes: typical length of stay	0	3 weeks
Junior programmes: predominant nationalities	N/a	Argentinian, Spanish, Italian

### Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	3
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

**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	0
Total	1

**Comments**

The two directors do not have regular scheduled teaching timetables but both directors can and do teach on occasion. In the last year they have taught occasional online 1:1 and business courses. They are also available for teaching cover as necessary.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	1
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	2

**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	1
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	1	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	4	1
Overall total adults + under 18s	5	