BRITISH COUNCIL

Inspection report

Organisation name	Riversdown House, Warnford
Inspection date	29–30 September 2026

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.	N/a

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W22 have been addressed.

Summary statement

The British Council inspected and accredited Riversdown House in September 2026. 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 small private language school offers residential courses in general and professional English for adults (18+) and for closed groups of adults (18+).

Strengths were noted in the areas of strategic and quality management, premises and facilities and accommodation.

The inspection report noted a need for improvement in the area of course design.

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

Introduction

Riversdown House is a division of Richard Lewis Communications Ltd. (RLC), founded in 1989. RLC also offers programmes in communication skills and cross-cultural training. The language school, the headquarters of RLC and cross-cultural training courses are located at Riversdown House. The founder is no longer involved in the day-to-day running of the language school, but directorship and centre management remain with the family.

The fully inclusive programme includes the course, the use of all the facilities, on-site residential accommodation, and all meals which are taken together with management and staff.

The inspection took two inspectors a day and a half. Meetings were held with the director/centre manager of the

school, the two co-directors of studies (DoS) and the school secretary. Focus groups were held with a group of students and another with the teachers. One inspector visited the on-site accommodation.

Address of main site/head office

Riversdown House, Warnford SO32 3LH

Description of sites visited

Riversdown House is located in rural Hampshire, about ten miles from Winchester. The school is accommodated in historic buildings set in gardens and extensive grounds. Riversdown House provides on-site student accommodation, a dining room, living room and television room. In the “Chicken Shed” there are 16 training rooms, a student area with table tennis and snooker tables, a teachers’ room, a number of offices, and a large relaxation area where free hot and cold drinks are available. External facilities include a nine-hole golf course, three tennis courts, a sauna, a gym and an outdoor swimming pool.

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 year-round intensive one-to-one courses, a combination course of one-to-one and small group lessons, as well as small-group courses for business people from the same organisation. The average length of these courses is one to two weeks.

Management profile

The school is managed by the school director who is also currently filling the roles of centre manager and domestic manager. She is assisted by two directors of studies. Two school secretaries, the director of logistics and the head of maintenance report directly to her.

Accommodation profile

Most students live onsite in the main house (Riversdown House) overlooking the extensive grounds and golf course. There are eight individual rooms which have either en-suite or private bathrooms. There is a communal TV room and a living room with comfortable seating and an honesty bar, in addition to a dining room where meals are served. In busy periods additional individual accommodation pods are also offered which comprise a double bed, ensuite bathroom facilities, a minifridge and microwave, desk and chair, as well as outdoor seating areas.

Summary of inspection findings

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very much to the benefit of the students, and clearly in accordance with the provider’s stated goals, values, and publicity. *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 safe, extremely 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. *Premises and facilities* is an area of strength.

Teaching and learning
The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers generally receive sufficient guidance to ensure that they support students effectively in their learning. The structure of courses requires some attention. The teaching observed meets the requirements of the Scheme.
There is a need for improvement in *Course design.*

Welfare and student services
The provision meets the section standard and exceeds it in some respects. Students are well cared for by competent staff in a safe and secure environment. Accommodation is well managed and of a very high standard. The leisure programme is interesting and varied and students have free use of excellent sports and recreation facilities on the premises. *Accommodation* is an area of strength.

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	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.	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.	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 organisation's goals and values are very clear and well established. Staff are actively engaged in the process of creating the statement, which is integral to the working of the organisation. Managers understand and can articulate the relevance of the goals and values to the current context.
M2 The organisation has very clear and well-developed objectives and realistic plans for the future. Plans relate specifically to the organisation's stated goals and values and include environmental objectives.
M4 There are extremely effective channels of communication between all those involved in the academic, administrative and domestic aspects of the operation. Good use is made of a range of communication channels, including social messaging apps, alongside regular and frequent meetings. Staff are well informed and engaged.
M5 The arrangements for obtaining, recording and responding to student feedback are comprehensive. Feedback is obtained at different stages of the student experience, with additional opportunities for students to comment during their course. Feedback is analysed and used to improve services, and positive feedback is regularly passed on to relevant staff.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures	Not met

that these are up to date.	
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	
M8 Human resources policies are implemented effectively and provide a high level of support for staff. Staff feel valued and well supported, with comprehensive provision for staff well-being. The provider goes the extra mile to create a happy and rewarding working environment. M9 Job descriptions do not accurately reflect current roles, particularly those of the two co-DoSs and two secretaries. There is no evidence of a systematic process for reviewing and updating job descriptions.	
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.	Strength
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.	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 A very good level of customer service is provided to students and their representatives. There is consistently positive feedback about the approachability and helpfulness of staff. Customer service is supported by comprehensive IT systems, and staff can readily retrieve specific information about individual students. M15 Students and their representatives receive very comprehensive information and advice about course choices. Detailed pre-course information is provided through a variety of channels. Student feedback indicates that course needs and expectations are very well met. M16 Systems for enrolling students are particularly effective and well organised. Students give positive feedback on the enrolment process and the helpfulness of staff. There is an initial check on students' well-being and an effective, student-friendly procedure for refunds. Records of visa letters issued and visa refusals are maintained. M17 Emergency contact details for students are not systematically recorded.	
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.	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 main source of publicity is the website. A downloadable brochure is also available. All the criteria in the above area are met.	

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P2 The premises provide a comfortable and well-maintained environment for students. Considerable thought has been given to the function of communal areas and there is ample space for students outside class time. The premises, including toilets, are very well maintained and the décor is appropriate to the student population and the character of the provider. P3 Classrooms provide a very good physical environment for individual and small group learning. They are spacious and quiet, with good natural light. Heating and ventilation can be adjusted to suit different groups and the furniture is flexible. P4 The provision of space and facilities for students to relax and consume food is particularly good. There are areas with comfortable seating and recreational facilities. A welcoming environment encourages students to socialise at break times, and during lunch and dinner which are eaten together around a large table in the dining room. Students also have use of a gym, sauna, golf course and tennis courts. P5 Signage and the provision for displaying and sharing information are very effective. Signage is very clear and consistent and provides clear directions around the premises. Displays and noticeboards are visually attractive, informative, up to date and well maintained.	
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.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All the criteria in the above area are fully met.	

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.	N/a
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.	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.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Not met
Comments	
T4 The deployment and timetabling of teachers are particularly well managed. Teacher deployment is clearly linked to professional experience, and students benefit from a variety of teachers. Timetabling takes account of students' needs, as well as teachers' personal circumstances, including travel and preparation needs. T9 Arrangements for the observation and monitoring of teachers are not effective. Teachers are only observed while they are co-leading group presentation or communication sessions, but they are not formally observed teaching one-to-one classes, which form the core provision. Action planning is insufficient. T10 Teachers are not currently offered a range of professional development opportunities. There is no programme of inhouse sessions or evidence of support for attendance at external events.	

Course design and implementation	Need for improvement
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.	Not 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.	Strength
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.	Not met
Comments	
T11 The individual courses, based on weekly schemes of work, are designed by the teachers with no systematic oversight by the academic managers. Intended learning outcomes are not always clear, and study and learning strategies are not consistently included. T12 Course content makes good use of the local environment. The local environment is systematically integrated into course content through classroom and out-of-class activities, with a focus on UK life and culture and the social programme. T14 Schemes of work are available to students, but these provide only a very brief indication of lesson content and do not identify the intended learning outcomes.	

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.	Not 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.	N/a
Comments	
T16 Student reports record an overall level based on teachers' judgements, not on a formal assessment.	

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	One-to-one and combination courses
Comments	
None.	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
Comments	
T19 Generally, teachers provided appropriate and accurate language models. Models of pronunciation were provided for individual words and in connected speech, and language used for illustration, explanation and exemplification was appropriate to students' level. T20 Lesson plans were based on student profiles and schemes of work, and demonstrated a good awareness of students' backgrounds and how to accommodate them. Topics and materials were appropriate and plans allowed time for reviewing. T21 Teachers on the whole identified appropriate intended learning outcomes and linked these to lesson activities. Learning outcomes generally indicated what students would know or be able to do. T22 Teachers used an appropriate range of teaching techniques to present and practise language and develop skills. Techniques were appropriate to the course context and included concept checking, effective elicitation and questioning, and reading aloud to facilitate pronunciation. T23 Teachers effectively controlled the learning environment, including seating arrangements, and made competent use of learning resources and handouts. T24 On the whole, teachers consistently corrected language, including pronunciation, and provided useful feedback. Feedback was noted and given to students. T25 Generally, teachers provided opportunities for students to demonstrate their ability to use recently learned language. Reference was also made to work covered in previous lessons, where appropriate. T26 All teachers created a very positive learning atmosphere and engaged students effectively. Teachers built very good rapport and trust with learners and student talking time was maximised. In all lessons, opportunities were used to personalise information, materials and activities, students' knowledge, experience and interests were drawn upon.	

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.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
All criteria in this area are fully met.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
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.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W7 The accommodation offered is of a very high standard. Students at the focus group commented very positively about the level of cleanliness and comfort and feedback on accommodation is consistently good. W8 All rooms are cleaned every day and are very well maintained. Weekly deep cleans and facilities' checks take place in advance of all new arrivals. A free laundry service is also provided. W9 In addition to statutory requirements, regular comprehensive checks of all accommodation take place and any issues are dealt with immediately. W11 Great care is taken to ensure students' accommodation requests or preferences are met. In the rare event that issues arise, they are quickly resolved. W13 Students receive breakfast, lunch and dinner in the dining room at the main house, all prepared by a professional chef. Meals are of a very high standard, varied and appetising. Student feedback is consistently good in this area.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
Homestay accommodation is not offered.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments
None.

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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments
W19 Information on events and activities in the local area and further afield is available in the student common room. Staff are on hand to advise on travel arrangements and assist with bookings for any students wishing to travel independently on their free day each week. W20 A wide variety of activities is available to students both on and off site. On-site facilities include a gym, sauna, swimming pool, nine-hole golf course and tennis courts. A weekly programme of activities includes trips to nearby villages and a local vineyard. Evening activities include talks and presentations about the history of the local area and student feedback was very positive about the range of activities offered. W22 Risk assessments lack sufficient detail on risks associated with specific activities or places visited, as well for any individual students' needs.

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	October 2008
Last full inspection	2016
Subsequent checks/visits (if applicable)	(Compliance-only inspection) October 2022
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Communication skills and cross-cultural training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	11 December 1989
Ownership	Name of company: Richard Lewis Communications Ltd Company number: 02450981
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	August
Full-time ELT (15+ hours per week) 18 years and over	6	8
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	0	0
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	6	8
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	40–60	30–60
Adult programmes: typical length of stay	1–2 weeks	1–2 weeks
Adult programmes: predominant nationalities	Mexican, Brazilian, French, German, Ukrainian and Swiss	Spanish, French, Swiss, Italian and German
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	8
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	6	

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	1
Total	2
Comments	
Both normally teach 20 or more hours per week, including during the inspection week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	1
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	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
Arranged by provider/agency		
Homestay	0	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	6	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying in own home, with own family or in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	6	N/a
Overall total adults + under 18s	6	

Items requiring early action
Evidence must be submitted within three months to demonstrate that weaknesses in W22 have been addressed.

Report expires 31 March 2031