

Organisation name	VICI Language Academy, Newbury
Inspection date	20–21 March 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 accreditation with a spot check in the first 12 months (when the planned courses for under 18s are running and online provision can be included).

Summary statement
<p>The British Council inspected and accredited VICI Language Academy, Newbury in March and April 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in ESOL and general English for adults (18+) and vacation courses for under 18s in school premises and online.</p> <p>The inspection report noted a need for improvement in the areas of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The principal and owner of the VICI Language Academy (VA) opened the business in 2002. Initially, only French lessons were given on a one-to-one basis, and then the language school was opened in 2008 when other foreign languages were offered alongside French. English lessons were first offered in 2009, firstly to local companies and then to ESOL students who receive council funding.

The inspection took one and a half days and included meetings with the owner/principal, director of studies (DoS), and operations manager. Focus group meetings were held with a group of students and a group of teachers. The three teachers timetabled to teach during the inspection were observed twice, once by each inspector. One inspector conducted a visit of a local residence.

After the initial inspection, a supplementary inspection reviewed documentation relating to the planned vacation course for under 18s.

## Address of main site/head office

12 West Mills Yard, Kennet Road, Newbury RG14 5LP

## Description of sites visited

The school is located in a business park in central Newbury. Located on the first floor, the premises comprise five classrooms of varying size, a small central seating area, kitchenette, and two toilets. There is storage space both in classrooms and in the lobby area for teaching resources, and lockers are provided for individual teachers.

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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Currently, the school is offering general English courses of 10 hours per week, but classes have not yet run. At the time of the inspection, ESOL students were attending classes of either two or four hours per week, and a one-to-one class was also running.

The school also runs English for Specific Purposes classes for the local police force (mostly delivered online) and online English classes which were not observed during this inspection.

## Management profile

The owner/principal is responsible for the overall management of the business, but the day-to-day running of the school is managed by the operations manager and the DoS. Both the operations manager and the DoS are also teachers, and both work part-time.

## Accommodation profile

The provider currently only offers one private house accommodation for planned vacation junior groups. This is managed by the provider. The house is walking distance from the school and offers a kitchen, garden, living rooms, single, twin, triple and quad rooms and shared bathrooms.

## Summary of inspection findings

### Management

The provision meets the section standard. Strategic and quality management procedures are largely appropriate, although feedback procedures are insufficient. Staff management procedures are mostly effective, and students receive a very high level of customer service. There are a number of issues with publicity. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard. Care is taken to provide students with a secure environment. The premises are well presented and provide students and staff with a comfortable and welcoming environment. Learning resources are appropriate, and good use is made of digital channels for the sharing of materials between teachers.

### Teaching and learning

The provision meets the section standard. The overall profile of the academic team is suitable, and academic management systems are efficient. Course design is based on clear principles and is mostly effective, and although learner management systems are in place, there is no formal progress testing of long-term students.

### Welfare and student services

The provision meets the section standard. Overall, the school provides its students with very good pastoral care. Staff proactively ensure students are appropriately and sensitively supported. Students have access to a private prayer room. There is a detailed emergency plan known to staff but relevant aspects are not made known to students. Accommodation is comfortable and within walking distance of the school, and the planned leisure programme is varied and appropriate for the context. However, at the time of the initial inspection some arrangements had yet to be fully documented. These were subsequently addressed but implementation will need to be assessed when vacation courses are running.

### Safeguarding under 18s

The provision meets the section standard. Policies and procedures to safeguard students under the age of 18 are generally sound although implementation will need to be assessed when the planned vacation course is running. Recruitment procedures are properly followed, and appropriate staff training is planned. Parental consent forms contain sufficient information, and risk assessments for the accommodation and activity programme are in place.

### Declaration of legal and regulatory compliance

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

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not 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

M5 Although student feedback is collected for some students, the school does not have feedback procedures that include all students. No evidence was seen of feedback collation or recording of action taken in response.

M6 Staff have a number of channels through which to provide feedback, but no evidence was seen of collation or action taken in response.

<b>Staff management and development</b>	<b>Met</b>
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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met
<b>Comments</b>	
M9 Job descriptions were seen for most staff, except the principal, who is also the DSL. Existing job descriptions made no reference to safeguarding and showed no evidence of review. This was amended during the inspection.	

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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
<b>Comments</b>	
M14 Customer service is given high priority at VA and is central to the school's ethos. It was clear from speaking to students during the inspection that they receive excellent support.	
M15 A highly personalised approach is taken to the provision of information and advice on courses, with all students receiving a one-to-one consultation to discuss their learning needs.	
M17 Emergency contact details for adult students are not obtained.	

<b>Publicity</b>	<b>Need for improvement</b>
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.	Not 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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	N/a

## Comments

Publicity comprises a website with downloadable pricelists, and a number of social media channels. The website is considered the main form of publicity.

M23 Some of the required information on courses is missing. This includes the total number of hours taught per week and an outline of course objectives.

M25 No information on the level of care given to students under 18 is made available through publicity.

M26 Some of the required information is missing from the description of accommodation. This includes services such as arrangements for cleaning and the supply of towels and linen.

M27 Descriptions on the website of 'highly qualified native speaker teachers' did not match the profile of teachers seen during the inspection.

## Premises and resources

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

## Comments

P1 The safety and security of students is generally well provided for with secure premises and appropriate risk assessments in place. A new simulated fire drill has been introduced; system testing and full alarm drills are carried out by the facilities management company.

P2 The premises are attractive and welcoming, in an excellent state of repair and spotlessly clean.

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 criteria in this 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 largely 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.	Met
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.	Strength
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.	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
T6 Although continuous enrolment is not a regular occurrence, very good guidance and support are provided for teachers on how to manage this effectively.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	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.	Met

Comments
T12 During lesson observations, it was clear that the students' lives in the UK are central to the content and delivery of all courses.

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.	Met

Comments
T16 Although informal monitoring of student progress is appropriate for young learner courses and short-term one-to-ones, there is no formal progress testing for long-term students.

#### Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	ESOL classes, one-to-one

Comments	
All teaching observed was face-to-face.	
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.	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.	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	
<p>T19 Mostly accurate models of language were provided. Although there was some incorrect modelling of language in some segments, very clear explanations and examples were provided in others.</p> <p>T20 Very detailed student profiles were seen for all classes, and the content as well as the staging of the lessons was appropriate in all cases.</p> <p>T21 Intended learning outcomes were mostly well expressed on lesson plans, and a good effort was made to communicate them to students in a manner appropriate to their language level. In stronger segments, these outcomes were also referred to during later stages of the lesson.</p> <p>T22 A range of teaching techniques was seen. This included the use of mime, elicitation, checking of concepts, nomination and effective monitoring.</p> <p>T23 The classroom environment was managed well. Good use was made of visual aids and technology to enhance learning.</p> <p>T24 Students mostly received timely and appropriate feedback, but opportunities were sometimes missed to correct target language. In other segments, a confident use of various techniques was seen. This included elicited self, on the spot, and delayed correction.</p> <p>T25 Checking of learning was seen in all cases. In stronger segments, activities were effectively employed to help students evaluate their learning, including quizzes, short review tasks and repeated referral to previous learning.</p> <p>T26 All teachers were skilled at keeping their students engaged. Particular attention was paid to using the students' lives as a resource, and in all cases, a positive and inclusive learning atmosphere was seen.</p>	

## 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.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments	
W1 There is an appropriate emergency plan in place and basic safety and emergency information in the newly-developed ESOL student guidebook. A new welcome guide for residential students outlines plans to share emergency procedures in student induction.	
W2 Pastoral care is very good. Staff make every effort to give personalised, appropriate and proactive support to students. Students in the focus group were very positive about the help they had received from staff.	
Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W10 Written confirmations were not seen (this accommodation has not yet been used).	
W11 No formal procedures for identifying issues with accommodation are currently in place. Feedback forms relating to accommodation used previously are not appropriate for private house accommodation.	
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	
None.	
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.	N/a
Comments	
The relevant criterion in this area is met.	
Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met



## Comments

W22 The risk assessments prepared ready for trips and activities on the junior vacation course are appropriate for the anticipated age of students; the supervision policy indicates the need for review and revision at the start of each course to reflect the composition of the group and specific conditions relevant at the time.

## Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

At the time of the inspection no under 18s were enrolled. The provider offers junior programmes for students aged 12 to 17 years. Documentation for the planned vacation course was reviewed.

S2 Following the initial inspection, procedures were introduced to ensure training is completed at appropriate levels for all relevant staff prior to the arrival of junior students. Staff with designated safeguarding responsibilities have been enrolled for level 3 training.

S5 Newly-documented policies set out appropriate supervision arrangements and procedures for responding to student lateness or absence, with supporting checklists for staff and guidance for students.

S6 Students with parental consent have limited unsupervised periods at lunchtime and in the late afternoon with clear rules and check-out/in procedures based on risk assessments.

## Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

## Comments

D1 Sampling identified the following issue: The school does not have a CLA licence and teachers are not made aware of regulatory limits to the photocopying of published materials.



## Organisation profile

Inspection history	Dates/details
First inspection	20–21 March 2025
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Coaching in multiple modern foreign languages (French, German, Spanish, Italian, Portuguese, Mandarin) alongside General English. Provision of online learning via the i.VICI platform.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	VICI Language France – Newbury's sister branch in France.

## Private sector

Date of foundation	2008
Ownership	Name of company: The VICI Language Academy LLP Company number: OC359325
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	September
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	12	40
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	12	45
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	25–60	25–60
Adult programmes: typical length of stay	6 months	10 months
Adult programmes: predominant nationalities	Ukrainian, Brazilian, Polish, Chinese, Spanish, Italian, Afghan	Ukrainian, Brazilian, Polish, Chinese, Spanish, Italian
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	N/a (not yet run)	2–4 weeks
Junior programmes: predominant nationalities	N/a	French, Spanish, Italian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	1	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	

Total number of support staff	0	
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### 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	

The DoS works approximately 15–20 hours a week. Approximately 10 hours a week on admin and management, generally between 5 and 15 hours of teaching. At the time of inspection, 5 teaching hours.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
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	3
Comments	

The numbers above include the two members of the academic management team.

### 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	0
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	0	0
Staying in privately rented rooms/flats	12	0
Overall totals adults/under 18s	12	0
Overall total adults + under 18s	12	

### Items requiring early action

The implementation of new policies/procedures in the areas of Welfare and student services and Safeguarding under 18s to be verified during the spot check when a vacation course for under 18s is running.