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| Organisation name | We Bridge Academy, Cardiff |
| Inspection date | 7–8 May 2025 |

| Section standards | |
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| Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. | Met |
| Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. | Met |
| Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. | Met |
| Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation. | Met |
| Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. | Met |

| Recommendation |
|---------------------------------------|
| We recommend continued accreditation. |

| Summary statement |
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| <p>The British Council inspected and accredited We Bridge Academy, Cardiff in May 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language school offers courses in general English for adults (18+) and young people (16+) on site and online.</p> <p>Strengths were noted in the area of care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

WE Bridge Academy is a language school based in the city centre of Cardiff, Wales. The school offers open-enrolment language courses year-round as well as foundation programmes from September to June.

The inspection lasted one and a half days. The inspectors held meetings with the Managing Director (MD), the Director of Studies (DoS), the marketing and admissions executive, and the student accommodation and welfare officer. A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed. One inspector had virtual meetings with two homestay providers.

Address of main site

10th Floor, East Wing, Southgate House, Wood Street, Cardiff CF10 1EW

Description of site visited

The school is on the 10th floor of a modern office building situated in the centre of Cardiff opposite the train station and close to the main shopping area. The building is owned by Cardiff City Council and leased to a range of companies. The school occupies most of the 10th floor. There are three male toilets within the school premises and three female toilets on the landing of the tenth floor. On the ground floor there is a reception desk open from 07.00 to 19.00 where visitors sign in and out. At the entrance to the school premises is the reception and four offices for the CO, the DoS, the accommodation and welfare officer, and the marketing and admissions executive. There are eight classrooms, a student lounge and a staffroom with nearby staff kitchen and eating area. A prayer room with appropriate washing facilities is located on the lower ground floor of the building.

| 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The school offers general English and IELTS courses for adults and young people aged 16+, and occasional one-to-one classes. It also runs an international foundation programme with a strong element of English language tuition. Teacher development and aviation courses are offered on demand.

Management profile

The managing director is responsible for the day-to-day running of the academy. There is a board of directors made up of the managing director, the chief operating officer and one non-executive director. The DoS, the welfare and accommodation officer and the marketing and enrolments staff all report to the MD.

Accommodation profile

The majority of students at the academy are long term and arrange their own accommodation. The academy has seven active homestays which they manage themselves.

Summary of inspection findings

Management

The provision meets the section standard. Plans for the future of the organisation are in place, and staff management systems are effective. Student administration is well organised, and students receive a good level of customer care.

Premises and resources

The provision meets the section standard. The premises provide a clean, secure and comfortable environment for students and staff. Teachers have access to well-organised resources.

Teaching and learning

The provision meets the section standard. The staff profile is appropriate for the context, and academic management systems are supportive. Course design is based on clear principles. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Pastoral support is very well provided for, and homestay hosts receive excellent support from the academy. The leisure programme is well organised and responsive to student requests. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. A comprehensive safeguarding policy is in place and training levels are very good. However safer recruitment systems are insufficient and student requests for overnight stays are not risk assessed by the academy.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

| Strategic and quality management | Met |
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| 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. | 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

M4 Channels of communication are very good. Meetings, both formal and informal, are frequent. Minutes are appropriately circulated and quarterly reports are sent to the board of directors.

M5 Feedback is obtained regularly, collated and communicated to both staff and shareholders. Apart from online surveys students can offer feedback in tutorials and via student representatives.

| Staff management and development | Met |
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| 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 |

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

Comments

All criteria in this area are fully met.

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| Student administration | 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. | Strength |
| 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

M18 The policy on attendance and punctuality is robust, known to both staff and students and rigorously applied. Students receive both individual and group counselling on the importance of regular attendance. Non-compliance is handled sensitively but firmly.

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| 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

Publicity comprises a website and a number of social media channels.
All criteria in this area are fully met.

Premises and resources

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| 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 |

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| 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. | Strength |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information. | Met |
| P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions. | Met |

Comments

P2 The office building is very well maintained, and the school's premises are well presented. The premises are cleaned twice daily.

P4 The student lounge has ample room for students to relax, study, eat and to play table tennis. There is an excellent café in the building offering discounts to the students plus other outlets very close by.

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| 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. | Strength |
| 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

P9 Classroom technology is well maintained and appropriately updated. Training in its use is appropriate, individualised and effective.

Teaching and learning

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| 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 clearly 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.

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| 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. | Met |
| T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs. | Met |
| T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |

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| 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. | Strength |
| 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. | Strength |

Comments

T9 Arrangements for observations are very good. Formal observations and drop-ins take place regularly; feedback is both written and oral and action points inform both CPD and subsequent observations.
T10 The CPD programme is entirely appropriate to the context. Its content is informed by both observations and student feedback. Teachers can request peer observations at any time and are encouraged to lead CPD sessions.

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| 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. | Not 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

T12 There are no formal strategies to encourage students to develop their language skills outside the classroom.

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| 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 area are met.

Classroom observation record

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| Number of teachers seen | 6 |
| Number of observations | 6 |
| Parts of programme(s) observed | General English, IELTS preparation |

Comments

None.

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| 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 |

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| 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. | Not met |
| Comments | |
| <p>T19 Clear models of spoken and written forms were given in most classes, and there was evidence of a sound understanding of phonology. In a small minority of lessons, explanations of the target language were confused and confusing</p> <p>T20 The content of lessons generally reflected students' needs and backgrounds.</p> <p>T21 In nearly all lessons, staging was appropriate and logical and in stronger segments, there was verbal reference to desired outcomes. In isolated examples, outcomes were expressed in language inaccessible to students.</p> <p>T22 A range of appropriate techniques was used to present and practice language, including clear instructions, concept checking, eliciting and drilling.</p> <p>T23 Generally, teachers employed clear board work, used digital materials and technology competently, changed the class dynamics by moving students into groups and brought students to the board.</p> <p>T24 Most teachers employed appropriate feedback techniques and monitored activities well. In some isolated cases, poor pronunciation was not corrected.</p> <p>T25 Most lessons included appropriate, useful opportunities for students to evaluate and build on what they had learned.</p> <p>T26 In better segments, teachers promoted a warm, positive learning environment with good pace and a variety of activities; however, in several classes, some students were clearly disengaged, and little was done to address this.</p> | |

Welfare and student services

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| 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. | Met |
| W6 Students have access to adequate health care provision. | Strength |
| Comments | |
| <p>W2 Pastoral care systems are very strong. There is a welfare focus in monthly tutorials and students in the focus group were full of praise for the level of support they had received when needed.</p> <p>W3 Policies to promote tolerance and respect are in place and their importance is made very clear to both staff and students. The policy includes support for staff and students regarding gender identity and sexual orientation. One member of the welfare team has mental health first aid training.</p> <p>W6 A good proportion of the staff are trained in first aid relative to the size of the operation. Useful information for students on accessing healthcare services is available via a QR code on their lanyards as well as on posters around the academy.</p> | |
| Accommodation (W7–W18 as applicable) | Met |
| <i>All accommodation</i> | |
| 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. | 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. | Met |

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| 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

W9 The responsible person carries out visits to homestays more than once a year, providing excellent support to hosts. Homestay host records were all up to date.

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| <i>Accommodation: homestay only</i> | |
| 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.

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| <i>Accommodation: other</i> | |
| 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

All relevant criteria in this area are fully met.

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| 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. | Strength |
| 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

W21 Teachers are involved in leisure activities, and the responsible person provides detailed briefings to those leading activities. Evidence was seen that requests from students are sought and inform the planning of the programme.

Safeguarding under 18s

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| 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. | 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. | Strength |
| 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. | Not met |

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| 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. | Not 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

The school accepts 16- and 17-year-olds on adult courses, and at the time of the inspection, there were two 17-year-olds enrolled. This number rarely rises above five students.

S1 There is a comprehensive safeguarding policy in place, which is supported by relevant documents such as codes of conduct and incident-reporting forms.

S2 The level of safeguarding training is very good, with two other members of staff trained to advanced level besides those on the safeguarding team.

S4 Although staff files were complete, relevant questions on suitability to work with under 18s are missing from application forms, and reference request templates.

S6 Systems to risk assess student requests for overnight stays are unsatisfactory due to parental permission being the only criteria.

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 | March 2012 |
| Last full inspection | June 2021 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | Some modules of the Foundation programme are not eligible for accreditation. |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

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|--------------------------------|--|
| Date of foundation | 14 December 2009 |
| Ownership | Name of company: WE Bridge international LTD Company number: 6131475242 |
| Other accreditation/inspection | ISI |

Premises profile

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| 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 | In peak week: July 2023 (organisation's estimate) |
|--|--|--|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 77 | 84 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 2 | 3 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| Part-time ELT aged 18 years and over | 0 | 3 |
| 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 | 79 | 87 |
| Junior programmes: advertised minimum age | 0 | 0 |
| Junior programmes: advertised maximum age | 0 | 0 |
| Junior programmes: predominant nationalities | 0 | 0 |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 16–45 | 16–45 |
| Adult programmes: typical length of stay | 16 weeks | 16 weeks |
| Adult programmes: predominant nationalities | Saudi Arabian, Qatari, Kuwaiti, Omani, Yemeni | Saudi Arabian, Qatari, Kuwaiti, Omani, Yemeni |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 6 | 8 |
| Number teaching ELT 20 hours and over a week | 2 | |
| Number teaching ELT under 20 hours a week | 4 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 5 | |
| Total number of support staff | 0 | |

Academic manager qualifications profile

| Profile at inspection | |
|--|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 1 |
| Comments | |
| None. | |

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 0 |
| TEFLI qualification | 6 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |

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| Total | 6 |
| 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 | 23 | 0 |
| Staying in privately rented rooms/flats | 54 | 1 |
| | | |
| Overall totals adults/under 18s | 77 | 2 |
| Overall total adults + under 18s | 79 | |

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S4 and S6 have been addressed.