

Organisation name	Weybridge International School of English	
Inspection date	4–5 December 2018	
<b>Section standards</b>		
<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 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.		N/a
<b>Recommendation</b>		
We recommend accreditation with a spot check in the first 12 months.		
<b>Summary statement</b>		
<p>The British Council inspected and accredited Weybridge International School of English in December 2018. 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 general English for adults (18+) in school premises.</p> <p>Strengths were noted in the area of teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>		

## Introduction

Weybridge International School of English (WISE) opened in 2013 and moved to its current premises in 2015. The company which owns the school consists of three partners: a managing director and two directors who both teach in the school. WISE caters exclusively for the local market, which consists of au pairs and other students who live and work locally. All students are 18 years of age or over, and currently 95 per cent of the students coming into the school work as au pairs. All are part-time and most study for six to nine months; there is also a six-week summer school. Social events are organised twice per half term outside the summer. During the summer school this number rises to four or five events per week. Accommodation is not offered.

The school also provides some in-company tuition for employees in local companies, as well as tutoring in such areas as literacy, maths, GCSE and A levels, either in the school or at the student's home which is not included in this accreditation.

This inspection took place over one and a half days. The inspectors had meetings with the three directors, director of studies, senior teacher and office manager. Focus group meetings were held with students and with teachers, and all teachers scheduled to teach at the time of the inspection were observed.

## Address of main site/head office

6 Baker Street, Weybridge KT13 8AU

## Description of sites visited

The school is located on the first and second floors of a converted office building above a shop in the centre of Weybridge. It consists of two classrooms able to accommodate 12 students each, two small group rooms (called 'meeting rooms'), a reception/office, a kitchen and a toilet. There is a patio area to the rear of the building with seating.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school runs general English classes to advanced level on school premises and business English classes for local companies at the workplace. Business English is run at the school on demand. Students in groups study four hours a week in two sessions of two hours in the morning and/or the afternoon. Class times and days depend on the students' level, and some classes have an examination focus. At the time of the inspection there were four general English classes, one exam class and two conversation classes, and 11 students receiving one-to-one classes.

## Accommodation profile

N/a. Accommodation is not offered by the school.

## Summary of inspection findings

### Management

The provision meets the section standard. Strategic and quality management is good but there is a need to record more systematically action taken in response to student feedback. Staff management is satisfactory overall. However, job descriptions are too generic and a planned appraisal system is not yet in operation. Student administration is satisfactory although more attention needs to be paid to ensuring that students' local addresses are kept up to date. Publicity is mainly satisfactory. Some areas needing attention were identified.

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### Premises and resources

The provision meets the section standard. The premises have limitations in terms of space but are adequate for the context, and provide a professional working environment for students and staff. Learning resources are generally appropriate for the needs of students and teachers.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile for teachers is satisfactory and for academic managers it is good. Academic management is effective, and courses are designed to meet the needs and interests of the students. Learner management is satisfactory. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard. The students' needs for security and information are well met. Pastoral care is entirely satisfactory. The provision of cultural activities is efficiently organised and effectively implemented.

### Safeguarding under 18s

No students under the age of 18 are accepted.

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## 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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

M3 The management structure is clear and cover arrangements are effective. The director of studies (DoS) works in the school four hours a week and on school business from home for eight to ten hours per week. When she is not on site a senior teacher gives informal support to teachers. The three directors provide management cover for each other, as well as for the DoS. The staff and their roles are made known to students by a wall display of photographs.

M4 Communication is very good. All staff share one office and the director sends out weekly staff bulletins by email. Staff commented that they were well informed about all aspects of school life.

M5 Regular student feedback is sought informally, and through tutorials, class representatives and questionnaires. Staff are informed as appropriate but action taken is not systematically recorded.

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 regularly reviews these.	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, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met

M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
<b>Comments</b>	
M8 Human resources policies are clearly spelt out in the handbook, and staff feel valued and well supported. Instances were noted of the school's efforts to create a happy and rewarding work environment for its staff.	
M9 Duties are made clear to most staff through job descriptions. However, the descriptions are generic and describe the position, and insufficiently relate to the person in the role. There is no mention of the health and safety duties of the officer in her job description.	
M11 Staff induction is mainly thorough but checklists do not indicate the possibility of there being non-ELT under 18s on site who may be receiving specialised coaching.	
M12 An appraisal system has been set up but it is not yet operational.	
<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
<b>Comments</b>	
M18 Insufficient attention is paid to ensure that the local addresses of all students is up to date.	
M19 There is a clear and effective policy on student attendance; lateness procedures are just adequate but would benefit from being strengthened and made more systematic.	
M21 There is written information about how to make a complaint but it is very wordy for a student noticeboard.	
<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a
<b>Comments</b>	
Publicity consists of a website, local fliers and a social media presence.	
M22 There are no pictures of the school to indicate its size or facilities but publicity is mainly accurate and gives rise to realistic expectations. Some ambiguities were noted but these were remedied during the inspection and so are no longer points to be addressed.	
M23 Publicity is mainly written in accessible English but some exceptions were noted. Improvements were made during the inspection and so are no longer points to be addressed.	
M24 Publicity gives easy-to-find information about courses. However, minimum age is not specified and exact dates of non-teaching days are not given. These issues were remedied during the inspection and so are no longer points to be addressed.	

M25 There is no mention of examination fees or approximate costs of the leisure programme. These were included during the inspection and are no longer points to be addressed.

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

### Comments

P1 The premises have restrictions in terms of space but, given the nature of the business, staff and students need little more than the use of a classroom. Good use has been made of the available areas, and decor is attractive.

P3 There is no requirement for relaxation areas or the consumption of food. There are no class breaks and students leave after class. Classrooms are empty before class and can be used as a waiting area. There is a kitchen with free tea and coffee available, and a patio area at the back of the school is used, for example for leisure activities.

P5 Facilities for the display of information are very good. Noticeboards are visually attractive, informative, and kept up to date.

P6 The school does not have a staffroom and teachers share space in the small reception/office. However, teachers can use classrooms or the meeting rooms when classes finish at 14.15 and there are storage facilities for staff in a meeting room.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

P8 Resources are sufficient for the context and well maintained and organised. However, some areas of the methodology section could be strengthened to reflect the courses run, for example one-to-one teaching.

P10 Independent learning facilities are not needed and not provided. However, a small library of graded readers is available.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
<b>Comments</b>	
T1 One teacher working at the time of the inspection does not have a Level 6 qualification. A rationale was presented which showed that the teacher is skilled in foreign languages and has appropriate experience in the world of work. The rationale was accepted in the context of this inspection.	
T4 The DoS is TEFLQ, has a strong academic profile and has had appropriate experience in the UK and overseas. A senior teacher who gives informal teacher support when the DoS is absent is also TEFLQ and has extensive teaching, teacher training and management experience in the UK and overseas.	
<b>Academic management</b>	
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
T5 The school requires teachers to teach a range of levels and course types, and provides good personalised support when needed.	
T9 All academic staff are part-time but academic managers provide good support as required. The DoS provides a monthly email offering guidance, and peer observation is encouraged and practised.	
<b>Course design and implementation</b>	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
<b>Comments</b>	
T12 Course design is negotiated with students and two-weekly plans are carefully reviewed in light of student feedback.	
T16 Independent learning strategies are incorporated into the two-weekly plans and there is good integration of the local environment with course content.	
<b>Learner management</b>	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

### Comments

T17 Placement procedures are mainly effective but more attention needs to be paid to the assessment of speaking skills.

T18 Student focus is monitored and tracked but tutorial questionnaires focus more on student interest than progress.

T19 Class changes usually require students to move to a different timetable. However, in general there is good learning support and specialist support is available for students with special needs.

### Classroom observation record

Number of teachers seen	4
Number of observations	7
Parts of programme(s) observed	General English classes.

### Comments

Three teachers were observed twice; one teacher who taught a class shortly before the end of the inspection was observed once.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Teachers showed a very good knowledge of language and provided clear and mainly appropriate models of English. Teachers gave good support with features of pronunciation, and students' attention was drawn to spelling and word class.

T24 Lesson plans, which included student profiles, were clear and detailed. Topics were engaging and relevant to the students' context, and there was a useful focus on extending vocabulary.

T25 Learning outcomes were clear, and lessons were coherent and well staged; there were good links between the stages.

T26 Teachers made confident use of a range of appropriate techniques. Lessons included elicitation, review and checking of meaning. Tasks were varied and opportunities were provided for personalisation and extended speaking.

T27 Instructions were checked. Use of classroom technology, course materials and realia were good. Boardwork was satisfactory and good use was made of the limited classroom space.

T28 Feedback and correction were good and teachers were sensitive to students' difficulties. Examples were seen of self and peer correction, and good use was made of marking codes in written homework.

T30 Classroom interactions were relaxed and purposeful and teachers balanced student and teacher talking time well. Tasks encouraged genuine communication. The classroom atmosphere was positive, and students showed a readiness to participate. Clear instructions, appropriate pacing, humour, and a sense of direction were features of all lessons observed.

## Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to good, with the majority of segments observed being very good. Teachers showed a sound knowledge of the language and provided appropriate models. Lesson plans were clear and coherent and closely aligned with student needs. Teachers made use of a range of techniques and deployed classroom technology and teaching materials confidently. They gave useful feedback and correction and established a classroom atmosphere that was conducive to learning.

## Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	N/a
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
W1 The safety and security of students is ensured with detailed procedures in place, including thorough risk assessments, and a health and safety focus in both the twice-termly whole-school meetings, and the weekly staff bulletin. The bulletin is emailed to all staff. Thorough records are kept, with fire equipment checks, fire drills, and accident book all kept updated. In addition, all four full-time members of staff have received on-site fire marshal training.	
W2 There is a comprehensive emergency action plan in place to respond to a range of potential situations both inside and outside the school. Clear advice and instructions are given on how to respond to these emergencies, including directives on communication and social media use.	
Accommodation (W9–W22 as applicable)	N/a
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 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
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
Comments	
None.	
Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	N/a

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

None.

#### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

#### Leisure opportunities

	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 The many noticeboards around the school are fully optimised to ensure that students receive detailed information on social and cultural activities happening in both the local area, and in the rest of the UK. These notices are well presented with colourful pictures and many advertise activities that would be free for students. W25 Records show that cultural activities are well attended. Staff use these records, as well as informal feedback, to decide on future events. Engagement is encouraged through the class representatives who communicate with their class mates through instant-messaging groups. Students in the focus group stressed how important these activities are in providing them with a social network in the local area.

#### 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	2018
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Tutoring in school subjects such as GCSE and A level Maths and English
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	In-company tuition.

## Private sector

Date of foundation	2013
Ownership	Weybridge International School of English Ltd Company number: 08678071
Other accreditation/inspection	N/a

## Premises profile

Details of any additional sites in use at the time of the inspection but not	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

## Student profile

	At inspection	In peak week: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	78	86
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	<b>78</b>	<b>86</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	6–9 months	6–9 months
Adult programmes: predominant nationalities	Italian, Spanish, German	Italian, Spanish, German

## Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 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	4	
Total number of support staff	1	

### 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	
The senior teacher has been entered as a teacher in the staff profile because her role is informal.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
Comments	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	N/a	