

Organisation name	Yorkshire English School Huddersfield
Inspection date	19–20 March 2019

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 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

### Recommendation

We recommend accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in M18, W1, W26 and D1 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Yorkshire English School in March 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This small private language school offers courses in general English for adults (18+).

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

## Introduction

The Yorkshire English School (YES) is a family-run school, founded in 2016 and initially called 'English At Home', a combination of homestay and tuition in the owners' home. The school then moved to premises in central Huddersfield in 2017 with a different offer which would meet the needs of local as well as international students. There is a strong ethos of community involvement promoted by the management team, and this is evident in the provision; YES works in partnership with the local community, charities and local business to create a networking system promoting communication and volunteering opportunities for the students.

Most students are recruited locally, although some are recruited via the website. The team is small and most staff have more than one role. Academic advice and guidance is given by the director of studies (DoS), non-academic advice is provided by the school manager, who is also the welfare officer, and a teacher also carries out administrative duties in the afternoon.

Only students aged over 18 are accepted on publicised courses. However, in the summer of 2018 packages for closed groups of juniors were offered. No junior courses are publicised in 2019. The main offer is general English, but examination preparation courses run on request. Class sizes are small and courses can be tailored to the needs of the learners.

The inspection lasted one and a half days. Meetings were held with the director, the principal, the DoS, the school manager/welfare officer and the teacher. A focus group meeting was also held with all of the students. The DoS and the teacher were both observed twice.

## Address of main site/head office

1<sup>st</sup> Floor, 32 John William Street, Huddersfield HD1 1BG

## Description of sites visited

YES occupies the first floor of a two-storey building in the centre of Huddersfield. The entrance and staircase are shared with two other businesses on the second floor. The school's reception area leads onto the staffroom and through to the common area, which is furnished with soft seating and a television screen. There are four classrooms, a kitchen and a small lobby area with two computers for students' use. Male and female toilets, shared with staff from the other businesses, are on the second floor and are opened with a key available at reception.

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

General English courses for adults (18+) run year round. An IELTS course for adults ran for three months in 2018. A junior vacation course (14–17) ran in summer 2018 but none are planned for 2019.

## Management profile

The management team consists of a director, a principal, a DoS and a school manager. The school manager is also responsible for welfare and administration.

## Accommodation profile

N/a

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, who feel well supported by the close-knit team. Procedures for the recruitment and development of staff are well managed. Staff and students have a range of opportunities to give feedback and systems are regularly reviewed. With the exception of accessing student records, student administration is sound. At the beginning of the inspection there were a number of weaknesses in publicity, but almost all of these were rectified before the end of the inspection.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. Sufficient learning resources are available for students. However, resources for teachers are very basic.

### Teaching and learning

The provision meets the section standard. The academic team has a professional profile relevant to the context. Teachers receive sufficient guidance to ensure they support students effectively in their learning. Course content is flexible and students are given opportunities and strategies to use English outside the classroom. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. Overall the provision meets the needs of the students for security, pastoral care, and information. However, at the time of inspection there were insufficient measures to ensure the safety of students on the premises and no plan to respond to an emergency on or off the school premises.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### 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 Feedback is obtained by a range of means at different stages in the course and discussed in minuted staff meetings. However, there are no systems for recording action taken following negative feedback.

M6 Staff have a number of opportunities to give written and verbal feedback. However, there is no systematic method for recording negative feedback and action taken.

<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 regularly reviews these.	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.	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

#### **Comments**

All criteria in this area are fully met.

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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.	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

#### **Comments**

M14 The customer service provided is very good. The administrative and academic management staff are available throughout the day to offer support and guidance and student feedback is consistently positive about the support received. Cover procedures are clear and workable.

M18 Sampling revealed that the contact details and emergency contacts of some students were not recorded in their files. Student contact details are not available to the emergency phone holder out of office hours.

<b>Publicity</b>	<b>Met</b>
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.	Not 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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

#### **Comments**

The school website is the main medium of publicity. There is also a printed information pack, a flyer and a brochure for summer school courses.

M22 The publicity incorrectly referred to an 'excellent library' and 'links with local universities'. These statements were removed from the publicity during the inspection and are no longer points to be addressed. The online summer school brochure contained uncaptioned images of London on the cover and throughout, which gave a misleading impression of the location of the course. The images were replaced during the inspection and this is no longer a point to be addressed.

M24 Some courses lacked detail in their description. Courses were described in 'lessons per week' rather than hours per week. The minimum enrolment age for adult courses was not noted in the publicity. No maximum class size was given. All of these points were rectified during the inspection and are no longer points to be addressed.

M25 There is no information in publicity about the cost of coursebooks or exams.

M28 Teaching staff were incorrectly described as 'highly qualified and experienced'. This statement was removed from publicity during the inspection and is no longer a point to be addressed.

## Premises and resources

<b>Premises and facilities</b>	<b>Met</b>
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.	Not met
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

P5 General noticeboards in common areas are well managed. Classrooms are not furnished with noticeboards and consequently, information is not displayed systematically. There is no directional signage to the toilets, which are located outside the main school premises. A door leading to a classroom at the rear of the premises is marked 'private' with a sign inherited from the previous occupants.

<b>Learning resources</b>	<b>Met</b>
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.	Not 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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

P8 There is a very limited range of resources for teachers; printed resources, some of which are outdated, occupying a small shelf in the students' common area. Teachers' books are not available for all coursebooks. A small range of other supplementary materials are available but are not stored in an easily accessible location.

## Teaching and learning

<b>Academic staff profile</b>	<b>Met</b>
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.	Met

#### Comments

All criteria in this area are fully met.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T10 There is good provision for the observation and monitoring of teachers including early observations for new and inexperienced teachers and the opportunity for them to observe more experienced teachers. Written feedback is detailed and developmental and there is evidence in feedback from teachers that the observation process is very supportive. Areas for development are addressed successfully in continuing professional development sessions.

<b>Course design and implementation</b>	Met
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.	Met
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

#### Comments

T16 The school has introduced imaginative strategies to develop students' language skills outside the classroom, including an initiative which promotes communication and engagement between students and members of the local community, particularly local businesses and charities. Students are also encouraged to join the local library and assisted in finding voluntary work.

<b>Learner management</b>	Met
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

All criteria in this section are fully met.

### Classroom observation record

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

### Comments

As there were only two classes running during the inspection, both teachers were observed twice.

Teaching: classroom observation	Met
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.	Met
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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
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.	Met

### Comments

T23 Teachers demonstrated a sound knowledge of the language being taught. Clarification of meaning was effective, and generally accurate written and spoken models were provided. Students were given help in using more natural or appropriate forms. Lexis was presented in context and, in some cases, collocations were identified.

T24 Lesson plans included thoughtful and detailed class profiles which identified individuals' learning needs, interests and cultural backgrounds. Strategies for addressing anticipated problems were noted and reflected in lesson content.

T25 Lesson outcomes, though generally clear, were given as aims or activities. Lesson staging was coherent and transitions were made seamless through lead-in and pre-teaching stages. Lesson structure provided a solid scaffolding for language building.

T26 The range of techniques observed was adequate, teachers used basic strategies such as elicitation, modelling and drilling. Teacher talk tended to be high and there were missed opportunities for checking of understanding and controlled practice of new language.

T27 Seating arrangements were appropriate to the small groups. Instructions were generally clear and printed and audio-visual resources were used effectively. Whiteboards were well organised with some instances of effective use of colour and space for emerging lexis, clines and mind maps.

T28 Feedback tended to consist of motivational praise and acknowledgement of correct answers. There was little evidence of error correction of pronunciation or grammar and some feedback was ambiguous.

T29 Learning was mainly checked through monitoring of pairwork and teacher-led elicitation activities. There was very little evidence of concept checking or reference to previous learning.

T30 Lessons were purposeful and students were motivated to participate and collaborate. Content was relevant, teachers used personalisation and graded their own language appropriately. Tasks provided sufficient challenge and students were clearly engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and all teaching observed was satisfactory. Teachers provided appropriate models of English and the content of lessons was well selected and adapted to match the

needs and interests of the students. Lessons flowed smoothly and logically. Teaching techniques were limited in range and error correction and checking of understanding lacked depth and clarity. Students were motivated to participate and the classes, although small, were purposeful and challenging.

### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
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.	Not met
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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
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.	Met
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 At the time of inspection, there was not an adequate risk assessment for the premises. This was rectified shortly after the inspection, and is no longer a point to be addressed. Fire risk assessment, drills and procedures are appropriate. The landlord is responsible for Gas safe certification for the building, but no evidence of a Gas Safe check could be produced.

W2 There is no comprehensive plan to respond to an emergency on the school's premises or in the school's locality. A comprehensive plan was developed shortly after the inspection, and this is no longer a point to be addressed.

W4 Tolerance and respect are central to the school's ethos. They are implemented through policies and procedures including staff and student induction, and are focused on periodically in classes.

<b>Accommodation</b> (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
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.

<i>Accommodation: homestay only</i>	
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

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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

#### Comments

Although the school does not offer a leisure programme, it does enhance its students' experience of studying in the UK by taking them on class visits into the local area to interact with local people and businesses in various contexts.

W26 There are no risk assessments in place for off-site activities.

#### 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: a teacher employed on a freelance basis has not provided details of her self-employed status; the school should seek further advice from the relevant regulatory body or obtain independent legal advice.

#### Organisation profile

Inspection history	Dates/details
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First inspection	N/a
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2016
Ownership	Name of company: Yorkshire Education Solutions Ltd Company number: 10274760
Other accreditation/inspection	ASIC

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
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Student profile	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	6	13
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	5
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>6</b>	<b>18</b>
Junior programmes: advertised minimum age	0	11
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–42	18–42
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Italian	Turkish, Chinese, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection
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Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The DoS regularly teaches one class and was scheduled to teach 15 hours during the week of the inspection.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2
Comments	
One of the teachers listed above is the DoS.	

### 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	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	2	N/a
Staying in privately rented rooms/flats	4	N/a
Overall totals adults/under 18s	6	N/a
Overall total adults + under 18s	6	