

Organisation name	Anglolang Academy of English, Scarborough
Inspection date	20–21 June 2024

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Anglolang Academy of English in June 2024. 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 private language school offers courses in general English for adults (18+) and young people (16+), for closed groups of under 18s, and vacation courses for under 18s.</p> <p>Strengths were noted in the area of leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Anglolang Academy of English was established in 1986. The original owner retired in April 2024, retaining the title of Emeritus Principal, and sold the school to a new owner who does not have an executive role in the school. The existing academic manager assumed the role of principal in addition to her academic duties. A new accommodation and welfare manager was appointed in April 2024 and a school administrator/receptionist joined in June. A summer programme was offered in 2023 followed by a skeleton programme over the winter. The school effectively restarted in May 2024. The school offers year-round courses in general English for adults (16+), courses for closed groups of under 18s and summer vacation courses for adults and under 18s.

At the time of the inspection there were three groups of under 18s being taught in mixed groups and adults studying on the year-round general English course. The inspection took place over a day and a half. Meetings were held with the owner director, the principal/academic manager, the welfare and accommodation manager as well as the social programme organiser. Separate focus group meetings were held with teachers, a group of adult students, a group of junior students and the group leaders. All teachers timetabled during the inspection period were observed. One inspector spoke to three homestay hosts and conducted virtual visits of the accommodation offered.

Address of main site/head office

20 Avenue Road, Scarborough YO12 5JX

Description of sites visited/observed

The school is based in a two-storey house, set in its own garden in a quiet residential area close to the centre of Scarborough. There are 14 classrooms, two of which can be combined to make one large room. One of the classrooms is used as a computer suite, one is a designated "Quiet Room" and another, which has a students' library, is used as a self-study room. The offices, teachers' room and resources room, as well as a conservatory/lounge and eating area with a snack bar, are located on the ground floor. In the grounds there is a separate building which has been converted into a cinema.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input 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

Students aged 16 and 17 can enrol on adult courses. The minimum age on vacation courses for individual students is normally 16 but students aged 11-15 are accepted as part of a group. Students from the age of six are accepted if they come with their family or guardian. General ELT for juniors runs in the summer and in the spring and autumn.

Management profile

The proprietor is responsible for the premises and finance. The principal, who is also the academic manager, is responsible for the day-to-day operational running of the school, recruitment and all matters academic. She line manages and is supported by the accommodation and welfare manager. There is a finance administration manager who works part-time out of hours. The sales and marketing role is currently covered by a part-time consultant.

Accommodation profile

The school offers homestay accommodation and some local guest house and hotel accommodation, which is organised by the student services team at the school. The school has approximately 76 homestays located no more than a 25-minute walk from the school. At the time of the inspection, all but two of the students and three of the four group leaders were staying in homestay accommodation, with a total of 26 homestays in use.

Summary of inspection findings

Management

The provision meets the section standard. The school has clear goals and values. Staff management is efficient, and communication is very effective. Student administration is carried out with care and attention. The management of the provision operates to the benefit of the students, and in accordance with the organisation's stated goals, values and publicity.

Premises and resources

The provision meets the section standard. Premises provide students and staff with a comfortable and professional environment for work and relaxation. A satisfactory 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.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive good 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard, and exceeds it in some respects. The school provides its students with good pastoral care. The school offers comfortable, friendly and conveniently-located accommodation. The leisure programme is very well designed to meet the needs of the students. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. The safeguarding policy is detailed. Parental consent forms are used for all under 18s. However, some DBS checks and references for homestays in use were not up to date.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	Strength
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.	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.	Strength

Comments

M1 There is a clear statement and the values of the school permeate the practices across the school.

M4 Communication is very effective at all levels and across different groups, including information flow with group leaders and accommodation hosts.

M7 The recent change of ownership has resulted in a full review of practices and procedures and enabled the school to establish its priorities. The self-evaluation was extremely thorough and comprehensive.

Staff management and development	Met
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
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 section are fully met.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Student and group leader feedback from the focus groups indicated that a very high level of customer service is provided. Staff are very approachable and extremely helpful.

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.	Not 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.	Not met

Comments

The main source of publicity is the website which includes a downloadable pricelist.

M21 Although information about the premises and location are accurate, the range of course options makes the provision look more extensive than it is and does not reflect the current provision available. A publicity review is scheduled for the end of the summer.

M23 Overall this criterion is met. However, the maximum enrolment age on junior courses is not specified.

M28 Documentation including signs and numerous handouts continue to use old versions of the Accreditation Scheme marquee. These are gradually being removed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 The premises risk assessment covers most key areas well. However, there is insufficient detail regarding the use of the premises when adults and under 18s are on site. Fire drills and equipment checks are conducted, but record keeping requires attention.

P2 The premises provide a very comfortable environment for study and are in a good state of repair. The new programme of refurbishment, started in April, is well underway.

P3 Classrooms are spacious and quiet with good natural light.

P4 The orangery provides students with a welcoming environment for relaxation and the consumption of food. The garden provides additional outdoor seating weather permitting.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this section are fully met.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength

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
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T4 Timetabling accommodates the need for teachers and students to move from one class to another and teacher deployment takes into account continuing professional development.
T5 A nominated cover teacher is available. Should the need arise further cover can be provided by additional qualified members of staff who are on site.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met

Comments

T12 Students are actively encouraged to develop their skills outside the classroom with the systematic integration of structured activities enabling students to interact with, for example, homestay hosts and local Scarborough residents.
T14 Although the teachers' handbook makes it clear what is expected from the negotiated syllabus, there is a gap in implementation, and balanced weekly course plans are not currently available to students.

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 section are fully met.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
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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.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Teachers produced accurate models of spoken and written English. The methods used to illustrate and exemplify language were mostly suitable for the students' level and the aims and objectives of the lesson.

T20 Lesson plans were not consistently informed by students' level and needs; content did not demonstrate sufficient awareness of individual learners' language strengths and weaknesses. Topics selected were mostly suitable.

T21 Lesson topics and skills were indicated on classroom boards. However, learning objectives on lesson plans lacked clarity and relevant learning outcomes were not made clear to students.

T22 There was evidence of a range of techniques including nomination, eliciting and questioning techniques which were used to good effect.

T23 Teachers made use of the available teaching and learning resources: whiteboards, electronic equipment and handouts. Seating arrangements were appropriate and pair and groupwork was generally handled well.

T24 Teachers monitored students' performance during activities and provided encouragement and appropriate error correction. In better segments, there was effective use made of self-correction, and feedback on pronunciation was followed by controlled practice of the corrected language.

T25 Lessons included activities and short tasks for teachers and students to evaluate whether learning was taking place. In better segments, students were encouraged to evaluate their achievement of their learning objectives.

T26 There was a positive, relaxed and inclusive learning atmosphere in classes. Teachers demonstrated good voice projection and energy. Learners were generally engaged with the topics and activities and were enjoying their lessons.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments	
<p>W1 A comprehensive critical incident plan is in place to deal with emergencies both on the teaching site and when students are off site. There is a local plan to provide safe refuges for students in the town, and risk assessments for leisure activities include full information about responding to critical incidents.</p> <p>W6 The provision for health care is good. Students are informed of their rights of access to NHS treatment, there are always trained first-aiders on site, and where required, students are accompanied to seek treatment. Members of the team also have mental health first aid qualifications.</p>	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
<p>W7 The accommodation seen was of a high standard and a warm welcome is clearly offered. Students and group leaders commented very positively about this in the focus group.</p> <p>W13 There is good provision for students with specific dietary needs and feedback from students about food provided in homestays was consistently positive in student focus groups.</p>	
<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 section are fully met.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
W17 The profile of students in the school makes it unlikely that this information will be required in the foreseeable future.	
Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	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.	Strength

Comments

W19 Adult students are advised of an extensive range of activities and events taking place locally, and are given assistance in booking these as needed. When appropriate, adult students are helped to join local clubs and activities relevant to their interests.

W20 Leisure activities on summer junior and adult courses are designed very effectively to enhance the students' cultural and linguistic experience. These are greatly appreciated by the students and the group leaders. In the quieter months when there are relatively few adult students in the school, the principal organises activities tailored to these students.

W21 The leisure programme is very well resourced. All excursions are accompanied by well-briefed guides, who are usually teachers. There is a named member of staff with responsibility for leading the programme.

W23 The member of staff who leads the leisure programme has many years of experience and is well qualified with coaching and other sports training qualifications.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school enrolls mostly adult students through the year, with occasional closed groups of juniors. In the summer months, the school offers a junior programme for students aged 12 to 17 and continues to offer a small adult provision alongside this. At the time of the inspection 28 of the 34 students registered were aged under 18.

S1 The safeguarding policy is comprehensive and was recently reviewed by the safeguarding team. It is supported by relevant documents including codes of conduct and incident-reporting documentation. The policy includes appropriate age differentiation.

S4 Although recruitment records were generally in line with safer recruitment good practice, some homestays hosting students at the time of the inspection did not have current DBS checks. Some hosts also did not have references that included a confirmation of their suitability to host students under the age of 18.

S6 Overall, there were generally good arrangements in place for managing student free time, but the student handbook and the risk assessment of student free time did not consistently address the potential dangers of students swimming in the sea.

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	1988
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	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	1986
Ownership	Name of company: Anglolang (Scarborough) Ltd Company number: 1981051
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	6	10
Full-time ELT (15+ hours per week) aged 16–17 years	17	70
Full-time ELT (15+ hours per week) aged under 16	11	70
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	34	150
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	18–39	18–50
Adult programmes: typical length of stay	17	17
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian
Junior programmes: advertised minimum age	6	6
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2–3 weeks	2–3 weeks
Junior programmes: predominant nationalities	Turkish	Italian

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	5	10
Number teaching ELT 20 hours and over a week	1	

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	1	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience		1
Academic managers without TEFLQ qualification or three years' relevant experience		0
Total		1

Comments

The academic manager does not have a scheduled teaching timetable but can provide cover in the event of the cover teacher not being available.

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification/profile		1
TEFLI qualification		4
ATEFL portfolio in progress		0
Non-ELT-related qualified teacher status only (for short courses for under 18s)		0
Holding specialist qualifications only (for ESP/CLIL)		0
Alternative professional profile		0
Total		5

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	5	27
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	6	28
Overall total adults + under 18s	34	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in M21, P1, S4 and S6 have been addressed. The required evidence was subsequently submitted.