

Organisation name	Atlas Language School Junior Centre Chichester
Inspection date	22–23 July 2025

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

<b>Recommendation</b> We recommend continued accreditation.
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### Summary statement

The British Council inspected and accredited Atlas Summer School Chichester in July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, learning resources, course design and implementation, leisure opportunities and safeguarding under 18s.

There is a need for improvement in academic staff profile.

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

### Introduction

Atlas Language School is based in Dublin, Republic of Ireland. There is a year-round school for adults which also runs 'Atlas Junior' centres in Dublin, Clare and Chichester. The junior course in Chichester was held for the first time in 2013. Residential courses for young learners between the ages of ten and 17 are offered with a programme of 15 hours of tuition a week with activities. The course is held over four weeks in premises on the University of Chichester campus in Chichester; students enrol for two, three or four weeks, starting in week one, two or three. Students are usually enrolled through agents and come with group leaders, although at the time of this inspection there were a number of direct students. Students and group leaders stay in residential accommodation on the university campus.

The inspection took place in the last week of the course, over one and a half days and a part day, with two inspectors. Meetings were held with the junior programme co-ordinator, the centre manager, the academic director of studies (DoS), the safeguarding and welfare manager, the activity and excursion managers, and the conference

facilities managers of the University of Chichester. Focus group meetings were held with teachers, activity leaders, students and group leaders. All eight teachers were observed and one inspector visited the residential accommodation.

#### Address of main site/head office

Atlas Language School: Portobello House, Portobello, Dublin 2 Ireland

#### Description of sites visited/observed

The junior summer programme takes place on the Bishop Otter campus of the University of Chichester (College Lane, Chichester PO19 6PE). The campus consists of a mixture of 19th century and very modern buildings side by side. Atlas has use of a centrally located courtyard and canteen and five classrooms on corridors on the ground, first and second floors of one block and a lecture theatre. A further two classrooms are in a separate block which also houses the gym and a large room used for evening activities. Atlas also has use of a drama studio, a lecture theatre, a sports dome and sports fields. The residences are located near the courtyard.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

The students were split into groups of juniors (10–14 years) and seniors (15–17 years) in the first two weeks of the course. A zig-zag programme of classes and leisure activities ran throughout the day, as well as evening activities and weekend excursions.

#### Management profile

The junior programme co-ordinator is based in Dublin. At the junior centre in Chichester, there is a centre manager, a DoS and two activity and excursion managers.

#### Accommodation profile

Summer school accommodation for students aged between 10 and 17 years-old is in single or twin rooms with either ensuite or shared bathrooms. Students are grouped according to age, gender and rooming preference. Boys and girls are on separate floors.

#### Summary of inspection findings

##### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of its students, and in accordance with the organisation's stated goals, values, and publicity. *Strategic and quality management* is an area of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an attractive, comfortable, and professional environment for work and relaxation. Learning resources are designed and produced in house to very good effect. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard. Teachers are suitably qualified, but they would have benefitted from more support and guidance. There is a need for improvement in *Academic staff profile*. Courses are well designed and structured to ensure that students are effectively supported in their learning. The teaching observed met the requirements of the Scheme. *Course design and implementation* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with appropriate pastoral care, security and accommodation, which is well managed. 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 and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Area of strength
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.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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

M2 The school has identified five clearly measurable key objectives: new course types, age specific activities, CPD and environmental and inclusivity goals. Specified for each of them are a timeframe, key steps, key parties and monitoring systems.

M4 Communication is frequent and effective within the school and with external stakeholders. Group leaders and University of Chichester staff were particularly appreciative of the way they were communicated with.

M5 Feedback is collected directly from students at the end of week one and the end of week two. It is also collected indirectly via group leaders. Feedback is collated and action taken recorded.

M6 Teachers submit daily feedback on their lessons using a QR code and give summative feedback at the end of the course.

M7 There are thorough systems for reviewing processes and practices, largely based on staff and student feedback and assisted by a comprehensive self-evaluation based on Accreditation UK criteria.

<b>Staff management and development</b>	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.	Not 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

M10 While there are recruitment policies and procedures in place, these had not always led to the appointment of suitable staff.

<b>Student administration</b>	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 Very high levels of customer service were reported and seen.

<b>Publicity</b>	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	N/a
M28 Claims to accreditation are in line with Scheme requirements.	N/a

#### Comments

The principal medium of publicity is the Atlas website. This incorporates a number of downloadable brochures, including one for the junior summer programme.

M21 Publicity is generally accurate but the photographs of the summer course in Chichester are mixed with those from the Irish summer centres in Dublin and Clare.

M22 The language used is clear and accurate but, at times, well above B1 level.

M27 No reference is made to staff qualifications.

M28 There is no mention on the website's accreditation page or elsewhere, of British Council accreditation.

## Premises and resources

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

### Comments

P4 There is good provision for students' well-being. Free drinking water is available in the canteen and around the campus. The canteen serves a wide range of varied food and a colour-coded system alerts staff to students' special dietary requirements. The canteen is attractively laid out and there is an extensive outdoor eating area.

P5 All signage is very clear. A colour-coding system directs students very effectively to classrooms. All routes are clearly signposted. Student noticeboards are colourful, well organised and prominently placed.

<b>Learning resources</b>	Area of strength
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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

### Comments

P8 There is an extensive provision of materials that can be used by teachers. They are clearly arranged by topics and include core, supplementary and lesson guide materials.

P9 Chichester University staff provide rapid support for classroom and administrative technology and staff are clearly well trained in its use.

P10 The programme is very intensive with little time for independent learning.

P11 There is a thorough review process after the course has ended informed by a variety of inputs; these include daily and summative feedback from teachers and activity leaders and feedback from students and group leaders.

## Teaching and learning

<b>Academic staff profile</b>	Need for improvement
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.	

<b>Comments</b>	
T1 The recruitment and support policy is not sufficiently well devised and/or implemented in line with the stated course objectives and the student profile.	
T3 The proportion of teachers with a professional profile requiring additional support was too high for the level of support available.	
<b>Academic management</b>	
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not 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
<b>Comments</b>	
T8 Teachers felt supported by the centre manager and the occasional visits of a consultant from head office, but overall more day-to-day guidance and support would have been welcome.	
<b>Course design and implementation</b>	
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.	Area of strength Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
<b>Comments</b>	
T11 The course design is based on sound principles, and building on UN sustainable development goals, a focus on improved speaking and interaction and an emphasis on teamwork, multicultural awareness and tolerance. T12 There is a clear element in the course that provides and rehearses language required for activities and excursions.	
<b>Learner management</b>	
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.	Strength
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.	N/a
<b>Comments</b>	
T16 Students are assessed on a weekly group presentation and a comprehensive analysis of their strengths and needs is recorded on their end-of-course certificates.	
<b>Classroom observation record</b>	
Number of teachers seen	8

Number of observations	8
Parts of programme(s) observed	all
<b>Comments</b>	
None.	

<b>Teaching: classroom observation</b>	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Not met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Not met

<b>Comments</b>	
<p>T19 Opportunities to model language were often missed, and in some instances when it was modelled, the model was not correct. Little reference was made to syllables, stress and other phonetic features.</p> <p>T20 Content was closely based on course objectives and was relevant to all students' needs.</p> <p>T21 Intended learning outcomes were in most cases made known to students particularly when the beginning and closing stages of lessons were observed</p> <p>T22 A variety of techniques was observed: nomination concept checking, pairwork, group work, eliciting, giving and checking comprehension of instructions. Occasionally, there was chorusing of pronunciation items.</p> <p>T23 There was very good use of technology. Some classes were dynamic with mingling exercises and other student movements; conversely some classes were static with opportunities to move students missed. Boardwork was sometimes poor; it was difficult at times to read text on both whiteboards and data projection monitors.</p> <p>T24 While there were often instances of immediate and delayed correction to whole class or individuals through monitoring, opportunities were sometimes missed to correct language and give feedback on performance.</p> <p>T25 Devices to indicate whether learning was taking place such as gapped exercises and quizzes were seen.</p> <p>T26 In some instances, teachers had the presence and authority to create a positive learning atmosphere but in weaker segments there was little engagement; students were obviously bored, the pace was slow and there was unchecked use of student's first language.</p>	

## Welfare and student services

<b>Care of students</b>	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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
<b>Comments</b>	

W6 Provision for health care is very good. Information for students and group leaders is useful and accessible. A high proportion of staff are first aid trained, and a member of staff is always available to accompany students to hospital.

<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	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.	Strength
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**

W11 Feedback is gathered in a number of effective ways. Issues raised are handled swiftly: they and any action taken are recorded on the central administration system.  
W13 Staff and students are offered a varied range of dishes including salad and fresh fruit. People with dietary requirements or allergies are well catered for.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

**Comments**

None.

<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.	N/a

**Comments**

None.

<b>Leisure opportunities</b>	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.	N/a
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**

W20 The school offers a very wide range of both sporting and arts activities. Every effort is made not to repeat excursions. Students in the focus group were very appreciative of the leisure programme.

W21 Activities and excursions are well planned. Both leaders and students are properly briefed before each excursion, and maps and handouts used appropriately. Student feedback is sought and evidence was seen that suggestions are responded to.

W23 The activity leaders are well supported by experienced leisure programme managers. Sporting and performing arts activities are led by staff with very relevant experience and training in these fields.

## Safeguarding under 18s

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

### Comments

At the time of the inspection there were 215 students aged 11 to 17. 60 students were aged 16 and 17, the remainder were under 16. These are the numbers at peak.

S1 The safeguarding policy is clear and comprehensive and includes age differentiation. It is supported by codes of conduct, and clear protocols on incident reporting and disclosure.

S2 All staff have appropriate safeguarding training. Further guidance and training at induction features useful case studies and role play. Group leaders are appropriately briefed on safeguarding responsibilities.

S5 The level of staffing is high and staff to student ratios do not include group leaders. There is a known and robust protocol for dealing with students who arrive late or who are missing. Appropriate attention has been given to the use of the premises and grounds with out of bounds areas well monitored.

### 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	2014
Last full inspection	2019
Subsequent checks/visits (if applicable)	2015, 2016, 2017, 2023
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	Year-round adult centre in Dublin, summer junior centre in Dublin

## Private sector

Date of foundation	2013 (in Chichester – Dublin was 2003)
Ownership	Name of company: Atlas Language Institute Ltd Company number: 373677

## 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	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	60	61
Full-time ELT (15+ hours per week) aged under 16	155	155
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</b> ELT/ESOL students shown above	215	216
Adult programmes: advertised minimum age	0	0
Adult programmes: typical age range	0	0
Adult programmes: typical length of stay	0	0
Adult programmes: predominant nationalities	0	0
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian, Spanish, Turkish	Italian, Spanish, Turkish

## Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 20 hours a week	0	
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	13 activity leaders	

**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**

Junior Programme Coordinator works offsite and is TEFLQ

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	8
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	8

**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	0
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	215
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	0	215
Overall total adults + under 18s	215	

**Items requiring early action**

None.