

Organisation name	ABC School of English, London
Inspection date	7–8 June 2022

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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S2 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited ABC School of English London in June 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The school was founded in 2002 and is run jointly by two directors, one with responsibility for academic management focusing on Callan Method (CM) courses and the other with responsibility for general management, student welfare and care of under 18s. A part-time academic coordinator has oversight of the general English (GE) courses.

The school has a flexible timetable and offers students a wide choice of attendance options, responding to varying student availability in terms of timing and number of hours of study. The majority of students are based locally. Since the last inspection there have been no changes to structure or general management but the school has had some changes to the administrative team. The two directors remain the same and there is one continuing teacher. A new academic coordinator has recently been recruited and two additional teachers have started work with the school to meet the needs of the increasing student numbers. There have been no changes to the types of courses offered.

This compliance-only inspection took the equivalent of a day and a half. Meetings were held with the principal and the marketing director/ welfare officer and the academic coordinator. Separate focus group meetings were held with teachers and students. The three teachers timetabled to teach during the inspection and the principal who also had a class were observed by inspectors. The inspectors were sent a video tour of the premises in advance of the inspection and completed a video tour during the inspection. One inspector carried out telephone calls with people at the two accommodation agencies responsible for liaising with the school.

Due to the global pandemic, the inspection was conducted remotely. In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

## Address of main site/head office

63 Neal Street, Covent Garden, London WC2 9PJ

## Description of sites observed

The premises are located on a quiet street in Covent Garden within walking distance of bus and underground services. They comprise three floors situated above a restaurant and consist of a reception/office area, a teachers' workroom, four classrooms of varying sizes and a small room used for testing and meetings. The entrance to the school is at ground level and a flight of stairs leads to the other floors.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school specialises in teaching following the CM and most of its courses are of this type. General English courses not using the CM are also run. Students may, if they wish, combine both types of course in their programme of study. At the time of the inspection three classes using the CM and one general English (GE) class were being run. The school also offers examination preparation classes and one-to-one tuition but neither of these were running at the time of the inspection. Students aged 16 and 17 are enrolled on adult courses.

## Management profile

The academic management team consists of a full-time TEFLI principal who is also a director of the school and who focuses on the CM courses together with a part-time TEFLQ academic coordinator who oversees the GE courses. Neither has a regular teaching timetable, but the full-time principal teaches on occasion and provides cover in emergencies.

## Accommodation profile

The school works with two accommodation agencies, one of which is registered with the British Council, to offer homestays, self-catering in homes, apartments, house shares and halls of residence. Earlier in the year three students had been placed in accommodation: one in a studio apartment, one in a homestay and one in a home on a self-catering basis. However, at the time of the inspection no students were staying in accommodation arranged by the school. Consequently, some criteria could not be fully assessed.

## Summary of inspection findings

### Management

The provision meets the section standard. The college has clear goals and values and appropriate quality and review procedures. Staff management is efficient and there are effective channels of communication at all levels. There is good human resources support and development for staff. Student administration is carried out effectively with care and attention to the needs of students, and publicity is clear and realistic. The management of the provision operates to the benefit of students.

### Premises and resources

The provision meets the section standard. The premises are maintained adequately and suitably equipped, providing a comfortable environment for work and study. There are appropriate resources available and guidance on their use is provided for staff and students where needed.

### Teaching and learning

The provision meets the section standard. The academic programme is well managed and delivered by the academic team. Course design is appropriate and meets the needs of the students. There are good opportunities for students to practise and develop their English language skills inside and outside the classroom. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are well met. Students benefit from very well-managed student services, including out-of-class activities, and suitable accommodation.

### Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the school, in the scheduled out-of-class activities and in any optional leisure activities. Accommodation arrangements are appropriate for the age group.

### 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.	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

Report expires 31 March 2027

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.	Met

#### Comments

The goals and values of the school are clearly understood by staff as well as being expressed within school documentation. Objectives are appropriately focused and monitored. The structure of the organisation is clear and communicated to all stakeholders, so that everyone knows who is responsible for particular areas. Communication is effective and is both formal and informal. Staff and student feedback is collected and recorded effectively and acted upon appropriately.

<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 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

Job descriptions and signed contracts or service agreements for freelance staff are in place. Recruitment procedures are effective and appropriate induction procedures are followed. Appraisal processes are clearly laid out, implemented and have been completed this year despite the more recent pandemic pressures. All staff are given opportunities for continuing professional development.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

Feedback from the student focus group indicates that students are very happy with the levels of customer service provided by the school. They receive useful information on their course choices through the website, personalised communication and all students have the opportunity for a trial lesson. Enrolments and cancellations are carried out efficiently, and enrolment records are up to date and accurate. Records of local and emergency contact for students

are kept. On occasion information on the emergency contact person's level of English is recorded but this is not routinely collected. The policy on attendance is clear and records demonstrated how absence is followed up. Complaints procedures are appropriate and made known to students.

<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.	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.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

The website is the primary medium of publicity and the brochure can be downloaded from the website. Various social media channels are in use and regular blogs are featured.

Publicity is clearly and accurately written and gives rise to realistic expectations throughout with the exception of the description of teacher qualifications. At the time of the inspection, not all teachers had a first degree in line with the publicity claim.

### **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.	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**

A virtual and live remote tour of the building showed that the premises are in an adequate state of repair and decoration. Classrooms vary in size and are suitably furnished. There is no designated student common room but a spare classroom can be used for private study and or waiting before a class. The school has made the most of the space available. Apart from a water cooler, no food or drink is provided for students, but numerous food and drink outlets are located in the immediate area. The staffroom has lockers for safe storage, space for preparation and a kettle and microwave for refreshments. Signage and noticeboards are attractively presented, providing students and visitors with useful information.

<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.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

Callan Method coursebooks are in use for the CM classes and a published coursebook is used for the GE class. A small collection of graded readers and DVDs is available in the reception area for students to borrow. Teachers' manuals are provided for CM classes and a range of supplementary material is available for GE courses. No educational technology is required for CM classes but a laptop is available for use in GE classes. The Callan Method Organisation offers an online platform of self-access materials and CM students at ABC School of English are automatically registered on this platform for the duration of their course. For a small fee students can continue to access the platform after completing their course.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not 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

Two rationales for teachers without a Level 6 qualification were submitted. These were not accepted in the context of this inspection as they represented too high a proportion of the teaching staff. One teacher does not hold a TEFLI qualification that meets the requirements of the Scheme but is a trained CM teacher and trainer with extensive experience. The teacher only teaches on CM courses and the rationale submitted was accepted, in the context of this inspection, on the grounds of considerable professional experience in TEFL and training in CM. This teacher is only deployed on CM classes and her qualifications are relevant to those courses. Overall, the academic team has the skills, qualifications and experience to support the teaching team in the courses delivered. The rationale submitted for the TEFLI principal was accepted in the context of the present inspection. She is a highly experienced CM teacher and trainer with over twenty years' experience in the role. The academic coordinator is TEFLQ.

<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.	Met

#### Comments

Teachers are well matched to courses and supported to work with the classes they are assigned to. The timetabling of teachers and cover arrangements are effectively carried out. Continuous enrolment is managed adequately in the

classes. There is very effective day-to-day support for CM teachers from the principal, and the academic coordinator provides sufficient remote support to the experienced GE teacher. Regular observations of CM classes are carried out jointly by the principal and the TEFLQ academic coordinator, and GE teachers are observed by the academic coordinator. Records indicated that method appropriate feedback was provided to teachers.

<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.	Not 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.	Met
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.	Met

#### Comments

CM and GE course design is based on stated principles; there is a clear course structure with guidelines for teachers on how to deliver the programme. GE course design follows the coursebook closely and books are reviewed and changed termly. CM course design is controlled by the Callan Method Organisation and was last reviewed in 2014. A revised set of materials is expected in 2022–2023. Course outlines in the form of the CM coursebooks are available to students, and there is a list of outcomes in the form of 'can do' statements for each level or stage. However, the objectives and planned outcomes for the week and for each lesson are not routinely shared with the students. Guidance for students about learning strategies and how to make the most of the materials is given in the student handbook, the coursebooks and via the online platform. Students have the option to discuss individual study and learning strategies in individual tutorials. Although the CM course syllabus does not specifically include strategies which help students develop their skills outside the classroom, the programme includes guest lectures and regular academic visits with activities which practise such strategies.

<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

There are effective procedures for the placement of students and all students are offered a trial lesson which assists with the accurate placement of students. Students' progress is monitored by means of regular tests which include an oral assessment. Test results are collated by teachers and recorded. All students receive certificates; academic reports are provided on request. Students wishing to progress to mainstream education have access to relevant information and advice.

#### Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	All

#### Comments

The three teachers and the principal teaching classes during the inspection were observed.

<b>Teaching: classroom observation</b>	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.	Not met
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.	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 satisfactory level of knowledge and awareness of linguistic systems and provided accurate models of the language. Models of language in GE classes included a focus on pronunciation features such as weak forms and word stress. Phonemic script was used to good effect in written records of language.

T24 The CM course content is prescribed and, in all segments, was satisfactory overall. The needs of the group in relation to their level and ability were being met but there was no reference to individual learning and cultural needs in CM lesson plans. There were some examples of personalisation in GE segments and evidence in plans that individual student learning needs had been taken into account.

T25 Lessons led to relevant learning outcomes, made known to students in their coursebooks.

T26 Teachers used the 'question and answer' technique demanded by the CM confidently and efficiently. Effective techniques for the practice of stress and intonation patterns were observed. The teachers' spread of attention ensured that all students participated in the controlled practice activities. GE segments included a range of additional teaching techniques such as elicitation and concept checking.

T27 The range of CM resources observed was quite limited partly because of the timing of the observations but the scripts in use were generally managed well. Students were seated so that they could participate fully in the controlled practice activities and prompts were clear. Instructions for mingling activities, pair and group work in GE classes were concise and checked. GE boardwork was effective.

T28 Students in all classes received encouragement and praise with timely and effective feedback on their spoken language. There was a good focus on accurate pronunciation.

T29 A feature of the CM is constant revision and checking of achievement of outcomes. The success of language learning was evaluated by the students' ability to respond appropriately to the teachers' prompts. GE lesson content incorporated short assessment tasks to enable students to evaluate their learning.

T30 There was a positive and purposeful atmosphere in the lessons; students were engaged and responsive. Energy levels in CM classes was high and there was a variety of pace in GE segments.

#### Classroom observation summary

The teaching observed ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. The majority of lessons followed the CM prescribed programme which does not take individual student needs into account. Knowledge of the linguistic systems of English, as exemplified in lesson content, was sound, and a range of techniques and resources appropriate to the method was observed. There was a focus on accurate production of language and teachers checked that learning was taking place. A variety of interaction and pace was observed in general English classes. Overall, a purposeful learning atmosphere was observed and students in the focus group were positive about their learning experience. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

<b>Care of students</b>	Met
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W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	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.	Met
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

There are satisfactory measures in place to ensure the safety and security of students within the school. The risk assessment of the school's use of the premises is up to date, fire drills are carried out twice a year and there is first aid provision. There is a plan to respond to any emergency, accessible to staff and made known to students as appropriate. Students receive a good standard of pastoral care appropriate to their age, with special provision for those aged under 18. Appropriate policies to promote tolerance and respect are in place. An out-of-hours emergency phone number is given to all students and comprehensive information about transport links to their accommodation is given to those students travelling from outside the UK. A good range of information and advice is given on relevant aspects of life in the UK including accessibility to health care.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Partially assessed
W10 Arrangements for cleaning and laundry are satisfactory.	Partially assessed
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Partially assessed

#### Comments

No students were staying in accommodation arranged via the school at the time of the inspection, so visits to accommodation currently in use were not possible. W9, W10 and W15 could not be fully assessed. However, there are appropriate policies and student feedback suggests these criteria would be met. Accommodation is regularly inspected by the agencies and by the school. There are effective arrangements for confirming the accommodation booked and to identify and resolve any problems students may have with their accommodation. There is evidence that providers receive clear written confirmation of the rules and terms and conditions relating to the accommodation they offer.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Partially assessed
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.	Partially assessed
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Partially assessed

W19 English is the language of communication within the homestay home.	Partially assessed
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Partially assessed

#### Comments

Because no students were in accommodation arranged via the school at the time of the inspection, it was not possible to fully assess criteria W16–W20. However, appropriate policies are in place and there is no reason to believe the criteria would not be met if visits had been possible.

#### Accommodation: other

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

#### Comments

Advice and support are available for students making their own accommodation arrangements. The school does not recommend any other accommodation.

#### 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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

Students are informed about, and encouraged to take part in, a variety of events and activities in London and further afield. A varied programme of accompanied visits is arranged, including activities which appeal to a range of ages and interests. Accompanying staff act as guides. They are well briefed and individual risk assessments are drawn up for each activity.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Met
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.	Not 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.	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 accepts students aged 16 and 17 on its adult courses, but numbers of under 18s are generally low. At the time of the inspection one student, who was staying with family, was enrolled at the school. The safeguarding

policy is comprehensive and recruitment procedures are in line with safer recruitment good practice. Designated leads are appropriately trained. All staff are informed about the policies and there have been training sessions on the subject in the past. However, not all members of staff complete basic level safeguarding training as a matter of course. The parental consent form ensures parents are fully aware of the degree of supervision offered. Supervision arrangements are suitable for all scheduled lessons and activities. Contact arrangements with parents/guardians are suitable.

### 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	2009
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2000
Ownership	Name of company: ABC School of English Limited Company number: 4118589
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

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	6	16
Full-time ELT (15+ hours per week) aged 16–17 years	1	2
Full-time ELT (15+ hours per week) aged under 16	0	0

Part-time ELT aged 18 years and over	21	35
Part-time ELT aged 16–17 years	0	2
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>28</b>	<b>55</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	4 to 12 weeks	4 to 12 weeks
Adult programmes: predominant nationalities	Japanese, French, Spanish, Italian, Brazilian, Korean, Chinese, Turkish	Japanese, French, Spanish, Italian, Brazilian, Korean, Chinese, Turkish

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	5 to 6
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2

#### **Comments**

The principal is not routinely scheduled to teach but is available for cover. At the time of the inspection she had one class for one hour. The academic coordinator does not have a teaching timetable.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	3

#### **Comments**

None.

#### **Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0

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	27	0
Overall totals adults/under 18s	27	1
Overall total adults + under 18s	28	