

Organisation name	Golders Green College
Inspection date	12–13 October 2021

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 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. However, evidence must be submitted within three months to demonstrate that weaknesses in W2, S1 and S5 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Golders Green College London in October 2021. 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).

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.

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

Introduction

Golders Green College was founded in 1941, as Golders Green School of English. The current owner/CEO took over in 1990, and the college is operated through a limited company, with three directors: the principal, the senior registrar and the assistant registrar. All three directors have been involved with the school for a number of years, along with the director of studies (DoS) – who has relatively recently taken over this role and was previously a teacher – and the majority of the teaching team.

The inspection took the equivalent of one day and a part day over two days. 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.

Meetings were held with the principal, the DoS, the senior registrar, and the registrar/welfare officer. Focus groups were held with teachers and students. Two of the teachers timetabled during the inspection were observed as well as one of the cover teachers. One inspector spoke to two homestay hosts on the telephone.

Address of main site/head office

11 Golders Green Road, London NW11 8DY

Description of sites observed

The school is situated in north London close to Golders Green station. The premises comprise two adjoining buildings with a single entrance at street level. The school occupies three floors of the buildings, which are above two cafés. The reception is at the top of the stairs and there is a second reception area nearby, currently used by the DoS and teachers to store resources. The school photocopier is also located here, and a row of six chairs for use by students. Over the three floors there are nine classrooms, offices, a teachers' room, a computer room which is not currently in use, and a kitchen for staff use. There are toilets on all 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 type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English courses with a choice of number of hours, and a range of skills options in the afternoons.

Management profile

The DoS and the senior registrar report to the principal. The registrar reports to the senior registrar and teachers report to the DoS.

Accommodation profile

The majority of students at GGC live in private rented accommodation. The school has a small number of its own homestay hosts, currently around eight. In the past, they have used an agency, mainly for junior groups. The agency is registered with the British Council. GGC has not worked with the agency for the last three years.

Summary of inspection findings

Management

Overall the provision meets the section standard. In general, the management of the provision operates to the benefit of students, and in accordance with publicity. There are weaknesses in some areas of strategic and quality management, and a need for greater clarity in job roles. There is a need for improvement in *Strategic and quality management*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, the appropriacy of which was not fully assessed. 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 (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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are generally met, but a comprehensive emergency plan is not in place. The homestay accommodation provided is suitable and appropriate systems are managed effectively. Students are made aware of local social, and cultural events and a suitable range of leisure activities is offered.

Safeguarding under 18s

The provision meets the section standard. A safeguarding policy is in place but is missing some key information. Relevant training is provided to staff and homestay hosts. Students are suitably supervised during lessons, but group leader responsibilities are not appropriate. Accommodation for under 18s is well managed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Need for improvement
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Not met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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.	Not met

Comments

There is no explicit statement in writing of the school's goals and values, and none has been made available to staff or students. The school is hoping to maintain current operations over the next few months and return to its position prior to the pandemic, although there are no specific plans to outline how this might be done or any contingencies. The management structure is clearly described and is reinforced by photographs in reception, although not everyone was clear about line management responsibilities. An action plan and self evaluation have been produced. Although feedback is collected it is unclear how it informs forward planning or supports continuous improvement.

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 regularly reviews these.	Not 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, 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

In general, staff management systems are appropriate. Job descriptions are in place for all staff; however, these are not comprehensive and provide lists of possible tasks rather than clarifying areas of responsibility. During the inspection it was sometimes unclear where responsibility lay for certain areas. Recruitment is generally well organised, but not all staff files contained references or signed contracts. Systems for induction and appraisal are in place, and staff receive continuing professional development support appropriate to their roles.

Student administration	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

Student administration is efficiently handled and there are sufficient staff to handle the workload and provide cover for each other. Records are kept up to date, and there is a clear policy and procedures for monitoring attendance. Details of emergency contacts do not state whether they speak English. The senior registrar holds these details outside school hours, but it is the principal, who has no access to the records, who holds the emergency phone.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of the website only.

In general, the website is clear. There were inaccuracies and/or omissions in a number of areas, but most of these were changed during the inspection and are no longer points to be addressed. Information on the range of nationalities attending the school was misleading in terms of both the current profile and numbers of students; the minimum enrolment age was not included for all courses, and the description of staff qualifications was inaccurate. In addition to the above, the number of taught hours is prominently displayed on both the website and price list. However, a 15-minute break is included, and this fact, along with the actual number of taught hours, appears only once the visitor has clicked through to the price list, and even then, in very small print. The description of accommodation is generally clear and comprehensive, but no information is provided on time, distance or cost of travel between the accommodation and the college.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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

All criteria in this area are fully met. Although there is very little dedicated student space for relaxation and food consumption in the school, it is sufficient for current numbers. There is ample space in the building for students; they also make use of the two coffee shops adjoining the school entrance.

Learning resources	Partially assessed
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.	Partially assessed
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.	Partially assessed
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.	Not met

Comments

Although there are clearly plentiful teaching materials available, it was not possible to fully assess how appropriate and in particular, up to date, they are. Similarly, it was not possible to fully establish the effectiveness of technical support. Although there is an external support service, a DVD player was broken at the time of the inspection, and it was unclear what process should be followed to report and remedy this. Although there is a form for teachers to provide feedback on coursebooks, there is no clear policy or procedure for continuing review of resources.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

The academic staff profile is appropriate, and the DoS is TEFLQ with relevant experience. Rationales were provided for the two cover teachers who did not have a Level 6 qualification. Both were accepted in the context of this inspection.

Academic management	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

Academic management is generally well organised. Testing and timetabling are effective, and cover arrangements are robust, as the senior registrar and registrar are both on site and able to provide cover, as well as a number of other teachers who may cover if available. There is written guidance for dealing with continuous enrolment, and day-to-day support is available to teachers. Regular observations take place.

Course design and implementation	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.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met

Comments

Coursebooks form the basis of course design, and teachers create each programme with the help of a syllabus planner which incorporates study and learning strategies but not strategies to support students' learning outside the classroom. Written course outlines are produced and weekly plans made available. There is no policy or procedure led by the DoS for reviewing course design, although informal review may take place through teachers.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met

T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	3
Number of observations	3
Parts of programme(s) observed	General English

Comments

The DoS, one teacher and one cover teacher were observed.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	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 generally demonstrated good awareness of the use of English, and in some cases paid attention to features of pronunciation.
T24 Lessons were appropriately planned, with useful student profiles and appropriate activities.
T25 Lessons were appropriately staged with generally relevant outcomes.
T26 In some cases, teachers were able to draw on a range of techniques appropriate to the needs of the group. Most teachers made effective use of checking questions and elicitation rather than explanations.
T27 Teachers managed resources effectively. In general, whiteboards were clear and well organised. Technology was competently used where available.
T28 A reasonable range of techniques for giving feedback was seen, including praise and encouragement.
T29 Lessons generally included staging and short tasks to help evaluate learning.
T30 Teachers graded their own language appropriately and established a good working atmosphere in the majority of classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory against the criteria, with the majority of the segments observed being satisfactory. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. In many cases, lessons had been carefully planned with learners' needs and course objectives in mind. The techniques used were for the most part appropriate to the age range, and classroom resources were managed competently. Teachers had usually given

thought to the evaluation of learning and feedback to learners and had created an atmosphere conducive to learning.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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

Appropriate risk assessments are in place to ensure the safety of students on the premises but there is no comprehensive plan in place to deal with potential emergencies. Students spoken to during the inspection know who to approach if they have a problem, and gave positive feedback on the welfare staff. A 24-hour emergency contact number is provided but no students had put this into their phones. Clear and practical information about travel and relevant aspects of life in the UK are made known to students.

Accommodation (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.	Met
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.	Not 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.	Met

Comments

The school has appropriate systems in place and provides suitable homestay accommodation to students. Relevant information about their homestays is sent to students in advance and the registrars are on hand to resolve any problems. An initial accommodation questionnaire is in place to identify any problems, but students do not receive this until after their first week. Hosts spoken to were happy with the responsiveness of their contacts at the school.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this subsection are fully met.

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.	Met

Comments

Clear and helpful information for students on renting private accommodation is provided in the student guide.

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 receive information about local social and cultural activities via noticeboards and a leaflet stand near the entrance to the school. At the time of the inspection, there were limited leisure activities being run due to the pandemic. However, a suitable range of activities, many of them free, is usually offered. Relevant risk assessments are conducted.

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.	Not 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.	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.	Not 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

There were no under 18s studying at the school at the time of the inspection. A small number of 16 and 17-year-olds attend open enrolment adult courses and in the past, the school has had closed group programmes for 9–17 year-olds.

The school has a safeguarding policy in place but contact details are not given for designated staff. The policy does not contain information on handling delayed suitability checks. Both staff and homestay hosts receive appropriate training. Parents or guardians complete a suitable parental consent form. Safer recruitment procedures are followed. However, recruitment documents for homestay hosts did not contain any questions about contact with children's services, but this was amended during the inspection and is no longer a point to be addressed. Arrangements for the supervision of students in lessons and in accommodation are clear, but visiting group leaders are currently expected to take responsibility for students other than their own. The hosts spoken to were well aware of their responsibilities when hosting under 18s.

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	2004
Last full inspection	2016
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	1941
Ownership	Name of company: Golders Green College Company number: 06898578
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	In peak week: June (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	17	30
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	0	10
Part-time ELT aged 18 years and over	28	50
Part-time ELT aged 16–17 years	0	2
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	45	97
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	Italian, Russian, French	Italian, Russian, French
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–55	18–55
Adult programmes: typical length of stay	24 weeks	12 weeks
Adult programmes: predominant nationalities	Italian, Spanish, French, Japanese	Italian, Spanish, French, Japanese

Staff profile	At inspection	In peak week w/c 14 June (organisation's estimate)
Total number of teachers on eligible ELT courses	3	5
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The DoS was scheduled to teach 15 hours during the week of the inspection.

Teacher qualifications profile

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

None.

Accommodation profile

Points to be addressed		
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	21	0
Staying in privately rented rooms/flats	24	0
Overall totals adults/under 18s	45	0
Overall total adults + under 18s	45	