

Organisation name	London House School of English, Kent
Inspection date	26–27 March 2024

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited London House School of English, Kent in March 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and under 18s, and for closed groups of adults (18+) and under 18s.

The inspection report noted a need for improvement in the area of course design.

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

Introduction

London House School of English (LHSE) is a family-run organisation. Since the last inspection there have been some changes to the post holders of the co-ordinator roles because of the pandemic but a full complement of staff has been in place since the end of 2023. The school continues to specialise in week-long courses for closed groups of under 18s.

The inspection was conducted by two inspectors over one and a half days. Meetings were held with the two owners who take an active role in the management and administration of the school, the principal, the academic co-ordinator, the social co-ordinator, and the homestay co-ordinator. Separate focus group meetings were held with the students, teachers and social assistants, and group leaders. All teachers timetabled during the inspection were observed and an inspector visited three homestays virtually. All teachers timetabled to teach were observed.

Address of main site/head office

63-65 Westgate Bay Avenue, Westgate-on-Sea, Kent CT8 8SW

Description of sites visited/observed

The school is located adjacent to parks in the residential area of Westgate-on-Sea, within a few minutes' walk of the railway station in one direction and the beach in the other. The premises comprise two interconnected three-storey period houses. There are three offices (two are on the ground floor and include a reception area), a staffroom with adjoining kitchen, and a group leaders' room. For students there are three lounges (one with adjoining kitchen which is not for student use and locked), and up to 14 classrooms. There is an additional room in the garden that can be used as a classroom in the summer or as social space. There are gardens in front of and behind the houses.

Opposite the school there is a church (United Reform Church, Westgate Bay Avenue, Westgate-on-Sea, Kent CT8 8SN), the adjoining hall of which is used regularly by LHSE for induction meetings and social activities.

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

Comment

Primarily the school offers courses for 12 to 17 year-olds throughout the year and the groups occasionally include one or two young adults or some under 12s (when part of a junior group). Very few young adults have been enrolled in the previous 12 months. However, in the group at the time of the inspection week there were four 18 year-olds and a few 10 and 11 year-olds. The under 12s were taught in a separate class.

Students typically come in groups accompanied by group leaders, for a week-long programme of English lessons, trips and activities. During the summer a few students are enrolled individually. Wherever possible the different groups are integrated in class and for parts of the leisure programme; occasionally students are taught as a closed group, and they often take part in trips and afternoon activities specifically organised for their group. A standard programme consists of 15 hours of morning classes. Students can opt for a further six hours of afternoon classes. Four students requested this during the inspection week. One-to-one courses are offered but only one has been run recently.

Management profile

There are two tiers of management: the first comprises the two owners of the school and the principal; the second tier is made up of the three co-ordinators: the homestay co-ordinator, the academic co-ordinator and the social co-ordinator. In turn, the co-ordinators manage the homestay hosts, the teachers and the social assistants.

Accommodation profile

The school offers homestay accommodation only, which is organised by the student services team at the school. The school currently has 63 active homestays located no more than a 25-minute walk from the school. At the time of inspection, all of the students and five of the group leaders were staying in homestay accommodation, with a total of 33 homestays in use. The other group leaders had their own accommodation locally.

Summary of inspection findings

Management

The provision meets the section standard. The school has clear goals and values and sound quality and review procedures. Staff management is efficient, and communication is effective. There is good human resources support and satisfactory development for staff. Student administration is carried out with care and attention. Publicity includes the relevant information and is mostly accessible. The management of the provision operates to the benefit of students and in line with Scheme requirements.

Premises and resources

The provision meets the section standard. The premises are good, well maintained and equipped, providing a comfortable environment for study and relaxation. Resources are satisfactory 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 insufficiently well developed. Learner management has appropriate processes and is managed very effectively. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard. Overall, the school provides its students with good pastoral care, although guidelines on dealing with students at risk are not always communicated effectively. The school offers comfortable, friendly and conveniently located accommodation, although some records indicate that checks are not fully up to date. The leisure programme is well designed to meet the needs of the students.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. The safeguarding policy is detailed, and staff are well trained to implement it. Parental consent forms are used for all under 18s, and recruitment procedures are appropriate.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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

All criteria in this area are fully met.

Staff management and development

	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M12 Overall this criterion is met, but some appraisals have yet to be completed for this year.

Student administration

	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 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.	Strength
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

M18 A comprehensive attendance policy is in place and the electronic reporting system enables staff to follow up promptly as required.

Publicity

	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met

M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
<p>Publicity consists of a website and a downloadable brochure, but the main source of information is provided by agents in the students' home country. The vast majority of students come in groups via an agent and the school has minimal contact with the parents/ carers of the students before they enrol. There is an agent-only section of the website.</p> <p>M22 In general, publicity is written in accessible English, but a number of typos were in evidence in, for example, the fees and enrolment section of the website. These slips were promptly amended when drawn to the attention of management. This is no longer a point to be addressed.</p> <p>M25 The website provides insufficient information regarding the supervision of students under 18. For example, there was no full and accurate pastoral care statement regarding supervision outside class time, arrangements for travel from accommodation to the school or reference to unsupervised time after afternoon classes/ activities or on shopping time on excursions. When this was highlighted to management the website information was amended. It is therefore no longer a point to be addressed.</p>	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 Safety and security is of a high standard with detailed premises risk assessments, full and accurate records, and fire marshal training for staff.	

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 Although a variety of resources are available, the course design is heavily reliant on photocopied materials. The source of copied materials is not routinely acknowledged.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

Comments

The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the school's context.

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	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.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T7 Academic staff induction is very thorough, including opportunities to observe other teachers before starting work and time to prepare and team teach with the academic co-ordinator.

T8 Support for teachers is of a very high standard. Day-to-day guidance is available, regular peer observations take place and there is a well-developed culture of collaboration and sharing across the teaching team.

Course design and implementation	Need for improvement
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.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met
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

Comments

T11 While the principle of a negotiated syllabus for each class suits the teaching and learning context there is no clear written rationale for the course design. There is minimal guidance on which materials to use and no incorporation of study and learning strategies.

T12 With no formal course programme there is no consistent inclusion of strategies to help students develop their language skills outside the classroom.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this section are fully met.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All

Comments

All the teachers teaching at the time of the inspection were observed. The academic coordinator teaches a minimum of three hours per week and covers classes when required. The principal and owner director do not routinely teach but they are both TEFLQ and provide additional cover provision should it be necessary.

Teaching: classroom observation	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.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	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.	Not 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.	Strength

Comments

T19 Teachers provided accurate models of spoken and written language. The illustration of grammatical structures and of lexis was mostly accurate. Teachers managed students' questions about lexis and grammar effectively and there was occasional reference to phonological features.

T20 The lesson topics were relevant to the students' age and interests but there was no explicit link to course objectives, student profiles or reference to students' particular learning needs. Timings of activities were generally realistic.

T21 Most plans made reference to learning outcomes and there was generally a link between learning outcomes and activities.

T22 A range of appropriate techniques was observed, including eliciting and prompting, and the illustration and checking of meaning.

T23 The management of seating arrangements, pairing and grouping encouraged student interaction. Resources being effectively used included handouts, whiteboards/slides, audio and video materials.

T24 Although there was some good use of praise on the content of students' contributions there was insufficient feedback and correction of linguistic contributions.

T25 The majority of lesson segments included some varied and engaging practice and testing activities.

T26 Teachers created a positive learning atmosphere and a sense of purpose. Students were attentive and fully engaged. There was a good variety of activities in evidence and students were encouraged to listen to each other and respond to others' contributions.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not 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.	Strength
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.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W1 A comprehensive critical incident plan is in place to deal with emergencies on both the teaching site and for when students are off site. However, feedback in focus group meetings indicated that accompanying adults, such as group leaders and social activity staff, were unaware of key procedures and their respective responsibilities.

W2 Students receive very good and appropriate pastoral care. The student handbook is comprehensive and understood by students. The welfare team offer exceptional face-to-face support outside school hours, for example visiting students late in the evening to deal with homesickness issues.

W3 Comprehensive policies about bullying and diversity are very clear and well-expressed for students and other stakeholders.

W6 Students have good access to health services. There is a trained nurse and a sick bay on site and evidence of very good care offered, including accompanying students to local GPs and hospitals when required.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W7 The accommodation seen was of a high standard and a warm welcome is clearly offered. Students commented very positively about this in the focus group and in written feedback.

W9 Although communication with homestays is generally good, records revealed that not all homestays had been formally revisited within the last two years, and some records of visits are not clearly recorded. In some cases, current gas safety certificates are not on file for the accommodation in use.

W12 The homestay handbook is very well presented, comprehensive and regularly reviewed.

W13 There is good provision for students with specific dietary needs and feedback from students about food provided in homestays was consistently positive in student focus groups and written feedback.

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

Comments

All criteria in this section are fully met.

<i>Accommodation: other</i>	
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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.

Leisure opportunities	Met
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.	Met
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.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W20 There are some very good activities planned that enhance the linguistic and cultural benefits of visits to places of interest.

W21 Activities and excursions are well prepared and staff are well briefed.

W22 Written risk assessments are extensive and written by a trained member of staff, but clear guidelines on how to respond to situations where students are at risk are not consistently included, for example on excursions such as the London trip.

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.	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.	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

The school enrolls junior students almost exclusively, although occasionally students aged 18 are accepted as part of a junior group. At the time of the inspection 86 of the 90 students registered were aged under 18 and this is typical of the scale of enrolment of under 18s at the school throughout the year.

S2 Safeguarding training is thorough. The designated safeguarding lead (DSL) is supported by two deputy DSLs trained to specialist level and all homestay hosts complete Level 1 training or face-to-face training.

S5 Specialist activity staff lead activities on the inclusive social activity programme, and there are good staff ratios for external activities.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 Sampling identified the following issue: the extensive use of photocopies and materials that were not acknowledged. The school should seek further advice from the relevant regulatory body.

Organisation profile

Inspection history	Dates/details
First inspection	1987
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1965
Ownership	London House School of English Ltd. Company number: 07118649
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	URC Church Hall Westgate Bay Avenue, diagonally opposite the school, used for some afternoon social activities/inductions and evening activities. Small and large hall used as required
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

Student profile	At inspection	Estimate at peak
	At inspection	July
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	4 (part of group)	0
Full-time ELT (15+ hours per week) aged 16–17 years	12	50
Full-time ELT (15+ hours per week) aged under 16	74	110
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	90	160
Adult programmes: advertised minimum age	N/a	N/a

Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1 week	2/3 weeks
Junior programmes: predominant nationalities	German	French, Spanish, Italian, German

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	12
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	8	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	6	

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	2
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	3

Comments

The academic coordinator teaches a minimum of 3 hours each week and covers classes when required. The owner director and principal are both available to provide additional cover if needed.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	5
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	2
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	4	86
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a

Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	4	86
Overall total adults + under 18s	90	

Items requiring early action

Documentary evidence must be submitted within three months to demonstrate that weaknesses in W1, W9 and W22 have been addressed. The required evidence was subsequently submitted.