

Organisation name	The London School of English
Inspection date	10–13 June and 30 July 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 the London School of English in June and July 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, academic and professional English for adults (18+) and for closed groups of adults (18+) in school premises and online, and residential vacation courses for under 18s. Strengths were noted in the area of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s. The inspection report stated that the organisation met the standards of the Scheme.

Introduction

The London School of English operates a London centre at Holland Park Gardens. The school also funds a charity, the London School Trust, which sponsors educational and cultural development projects.

There has been a restructuring of the senior management team since the last inspection which now comprises team leaders for all departments: courses, customer experience (which covers welfare and accommodation), sales, marketing, summer programmes, finance. The courses team consists of the head of courses, the courses manager and the courses co-ordinator. The school also has three lead teachers who teach and are also involved in courses.

The inspection took place over four days and involved two inspectors. Meetings were held with the chief executive, the director of operations, the commercial director, the director of sales and marketing, the head of courses, the courses managers, the facilities manager, the IT manager, the customer experience manager, the sales administration manager the front of house manager and the customer experience coordinator. Two student focus group meetings and a staff focus group meeting were held. The inspectors stayed at the residential hotel used by the school and one inspector visited three homestays remotely, and the student residence where she met the manager. All teachers timetabled during the inspection were observed.

A one-day supplementary inspection of the new Young Adult Summer Programme (YASP) was conducted a few weeks after the Holland Park Gardens inspection. Two inspectors visited the accommodation and teaching premises, observed teaching and held separate focus group meetings with staff and students. They also held meetings with the YASP senior management team, the Holland Park Gardens director of operations and the head of client experience.

Address of main site/head office

15 Holland Park Gardens, London W14 8DZ

Description of sites visited/observed

The Holland Park Gardens school occupies a double-fronted Victorian house in a residential area. Sales and marketing, finance, courses and student services teams are all based here, as well as the chief executive. There is an office for the facilities manager and IT support, as well as three additional classrooms in adjoining huts at the rear of the building. There is a dining and relaxation area, leading on to an outside terrace with seating, as well as 26 classrooms for group or one-to-one tuition, a self-study room, and a teachers' room with adjoining resources room on the lower ground floor. There are designated male and female prayer rooms, and toilets on the lower ground and first floors.

The Young Adult Summer Programme (YASP) is based on University of London premises with accommodation at International Hall, and lessons and lunch at Senate house. At International Hall students take breakfast and dinner in the shared canteen. They also have use of a designated social space and a number of other shared communal areas. At Senate house the school has use of up to seven classrooms and access to the shared dining room, Bloom café and the Bloom study space.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☒	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☒	☒
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

The school offers business and professional English group courses of 15 or 30 hours per week in groups of up to six participants. The 15-hour programme can be combined with additional hours of individual tuition. A general English course of 15 or 24 hours per week in groups of up to ten participants is also available, with the option of

additional hours of individual tuition as required. Individual tuition courses of 15, 20 or 30 lessons per week are also offered. The school has scheduled ESP courses such as Law and HR at regular points in the year. The school also arranges closed group courses for corporate clients and public institutions.

The Discover London immersive summer programme for adults aged 30+ at Senate House was not running at the time of the inspection. The school also has an online offering of individual tuition and closed groups for corporate clients.

The YASP for 15 to 17 year-olds offers a choice of three options: Business Pioneers, Global Leaders, and Digital Media Innovators. The two-week courses offer an immersive programme of applied English which includes classroom lessons, topic related visits, guest speakers and a tailored programme of cultural and activity visits.

The school can arrange home tuition with a separate company. This provision is not within the scope of this accreditation.

Management profile

The chief executive officer (CEO) reports to the owner of the business and has overall responsibility. The two other company directors – operations and sales, report to the CEO along with head of marketing; each manage their own teams. The facilities manager also reports to the CEO. Teaching staff are managed by the courses manager, who in turn reports to the head of courses. On the YASP the three managers responsible for welfare, social activities and the teaching programme manage their own respective teams. They are supported by the director of operations, the head of client experience and the head of summer programmes.

Accommodation profile

The school organises homestay and residential accommodation. Homestays are all within 40 minutes of the school, and are in two categories: Silver, with shared and Gold, with private bathroom. Students have a choice of bed and breakfast only or bed, breakfast and three evening meals per week. The school reserves rooms in a student residence which is within walking distance or a short bus journey from the school. Studio rooms in the residence have kitchen facilities and are ensuite. There are indoor and outdoor social areas, a gym, a study room and laundry facilities. A residential hotel which is within walking distance of the school is also used. Rooms are all ensuite. In addition to breakfast, students can opt to take evening meals in the residence dining room. For students staying five weeks or more full board is provided. There is also a lounge and bar, a self-service laundry, a kitchen for residents' use, and a garden. YASP students are accommodated in a university residence a short walk from the teaching centre. Students have ensuite rooms in corridors occupied only by the school. Breakfast and evening meals are taken in the residence canteen.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values and sound quality and review procedures. Staff management is efficient, and communication is very effective. There is good human resources support and development for staff. Student administration is carried out with care and attention. Publicity includes the relevant information and is clearly laid out. The management of the provision operates to the benefit of students and in line with Scheme requirements. *Strategic and quality management, Staff management, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A wide 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. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a very strong professional profile (qualifications, experience and continuing professional development), wholly appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. Students benefit from well-managed student services and the provision of a good standard of accommodation. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the organisation, during leisure activities and in the accommodation. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The statement is precise and unambiguous: it covers all aspects of the provision, permeates staff practice. and is clearly integral to the everyday activities of the school. Managers are fully conversant with the organisational goals and the values.

M2 The school's information management systems (IMS) are robust and well developed which enables the school to capture data effectively, monitor progress, and carry out review in relation to its specific objectives.

M3 The team structure is transparent, and the accountability chart ensures all staff members have a clear appreciation of their role and responsibilities. Staff in different teams have an excellent understanding of each other's roles, partially achieved through job shadowing. Staffing levels are very good at Holland Park and on the YASP.

M4 Communication is of a very high standard. Excellent use is made of the fully integrated IMS and additional informal channels which enables different teams such as the customer experience and courses to utilise their time very efficiently and effectively. Staff at all levels are well informed and engaged.

M5 As well as early and end-of-course feedback there are numerous additional opportunities for students to feedback, including regular 'check ins' and specific support for longer stay students. Most issues are resolved immediately and/or fed into planning to improve services. Good records are kept of the process. On the YASP weekly student focus groups have provided useful feedback with some actions, such as the adjustment to free time and scheduled evening activity times being implemented almost immediately.

M6 There are a variety of mechanisms in place to capture staff feedback including quarterly meetings, formal appraisals and regular staff surveys.

M7 A comprehensive and regular quality review cycle is in place using multiple sources of information. The self-evaluation provided for inspection was exceptionally comprehensive, clear and accurate.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength

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.	Strength
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.	Strength

Comments

M8 The provision for staff well-being is very good. Staff clearly feel valued and well supported, and an extremely positive work environment has been created. Staff described the school as a caring and rewarding work environment in the staff focus group.

M11 Checklists and feedback demonstrate that all staff receive a comprehensive induction. Induction time is paid, staff are deployed to other departments to see how things work and there are opportunities for shadowing and observing colleagues. Refresher opportunities and tailored support is made available, for example, to staff returning after a period of absence.

M12 The appraisal process is very supportive with staff well-being a key feature. Staff records revealed evidence of a sensitive and caring approach with an emphasis on open communication which reflects the school's emphasis on 'success together'.

M13 CPD is well established and funded. Good use is made of existing expertise, for example, the use of mentoring and shadowing. External activities include online courses, workshops and attendance of conferences.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
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.	Strength

Comments

M14 Feedback from students indicated that students receive a high level of customer service. Records and systems are extremely well organised, and staff are well trained. Records are easily accessible to those that need them. Students commented very positively on the services received.

M15 High quality pre-course information and communication is provided through the website and the sales team, within which at least seven languages are spoken. Systems are sophisticated and robust, and students benefit from high levels of personal attention and support before, during and after their stay. On the YASP all prospective students received an individual pre-course meeting to ensure they had selected the right programme to meet their needs.

M16 Exceptionally clear, transparent and accessible procedures are in place. Record keeping is excellent.

M19 Conditions and procedures are covered with clarity and are accessible to students.

M20 The complaints procedure is clear and appears on the website, as well as forming part of induction and being displayed prominently. It is evident that all complaints are taken very seriously and that the client views are highly valued.

Publicity	Area of strength
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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met

M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main medium of publicity, and a brochure is also produced, which can be downloaded from the website. A range of social media channels is also used.

M21 Publicity provides very clear and fully representative descriptions of the provision, which represents the student experience. The leisure programme is included on the website, and use is made of numerous student testimonials. In addition, feedback from an external platform provides up-to-date reviews from students.

M22 Information is well written in plain English. Key parts of the website have been professionally translated into the languages most relevant to the school. Great care is taken to ensure that any translated information is accurate.

M23 All the required information is provided. Course content descriptions are informative and consistently presented across courses for ease of comparison.

M26 Accommodation options are made very clear and include video tours and representative photographs for adult accommodation.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 The school risk assessment is very detailed and includes appropriate measures to mitigate risks. Regular fire drills are conducted, and record keeping is of a very high standard. Each area of the school has a designated, trained fire marshal and all visitors receive appropriate safety information. Full fire evacuation drills are not permitted in the summer at International Hall, so all students and staff complete a mock walk through on the evening of their arrival.

P2 The premises are in a very good state of repair and provide students with an extremely comfortable and professional environment for work and study. Communal areas are attractive and welcoming. On the YASP students have shared communal space at the International Hall residence.

P3 All classrooms are sufficiently spacious for the number of students accommodated, and benefit from good natural light, air conditioning and flexible furniture or appropriate arrangements for executive and one-to-one classes. On the YASP up to seven classrooms are available at Senate House.

P4 The dining room is a well-proportioned and versatile space where students can congregate and socialise with each other and staff members outside class time. The catering team provide an appetising menu of freshly cooked lunch dishes, the quality of the food is excellent and student feedback on the meal provision was extremely positive. On the YASP breakfast and dinner are served at International Hall and a hot cooked lunch is provided at Senate house.

P6 Staff areas and facilities for work and relaxation are spacious and comfortable, with provision for storage. On the YASP teachers can use their classrooms or share the course office with the head of summer programmes.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength

P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P7 Learning resources are extensive and tailored to the different courses offered, including specific materials for specialist subject areas and one-to-one students. The materials produced in-house are well organised and professionally presented. YASP course materials are very well presented and appropriate to the student profile. P8 A very good range of physical and digital materials is available to teachers. The school has several subscriptions to a variety of journals and online resources. Hard copy resources and materials are well organised. The range of electronic resources is extensive, easily accessible and well maintained. On the YASP the provision of materials to support teachers is excellent. Resources are effectively tied into other elements of the programme, for example, the three days spent at the British Film Institute, part of the Digital Media Innovators option. P9 A very good range of educational technology is available in all classrooms. Staff are well trained and use the resources systematically and confidently to support learning and teaching. Excellent technical support is available on site and sustainable smart technology is used to reduce the school's carbon footprint. P10 In addition to the self-access centre students have access to the student portal which can be accessed before, during and after their course. It includes an extensive range of materials as well as their learner plan and other useful documentation. YASP students have access to a range of digital resources to support their studies. P11 All resources are regularly and systematically reviewed. Teachers are allocated time for producing new materials and trialling new resources. Inspectors observed, and students commented positively on, the quality and suitability of the resources being used in classes.	

Teaching and learning

Academic staff profile	Area of strength
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 clearly appropriate to the school's context. All academic managers and a high proportion of the teachers are TEFLQ and have a good range of relevant experience. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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.	Strength
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.	Strength
Comments	
T4 Teacher deployment takes staff expertise and experience into account, and attention is also given to the professional development of individuals' experience of different courses. The IMS is used effectively to ensure classroom allocation meets the needs of the class size and type.	

T5 Cover arrangements are comprehensive and very well resourced. Record keeping is of a very high standard which facilitates the smooth running of classes in the event of any teacher absence.

T6 Timetabling is well organised and made accessible in good time to teachers and students, and the process is designed to take into account the needs of specific groups and individuals. Teachers have guidelines on dealing with new arrivals and continuing students in the same class. There are starter lessons, and the syllabus is negotiated with groups on a weekly basis. YASP have a structured programme with prescribed materials.

T7 Induction processes are extremely comprehensive and new staff are supported throughout. Teachers are assigned mentors and there are opportunities to shadow and observe colleagues. YASP teachers have a dedicated induction period prior to the start of courses.

T8 Teachers benefit from excellent support systems including opportunities to shadow specialist courses before delivering them and tailored support from the lead teachers. There are regular and frequent meetings and development sessions.

T9 Formal and developmental observation systems are in place and records indicated they were linked to CPD. In addition, staff commented very positively on the sensitivity and focus of the observations, and the usefulness of the frequent peer observations undertaken.

T10 The CPD programme is excellent. Staff are encouraged to develop their skills through a variety of internal and external activities including, for example, leading CPD activities and presenting at conferences.

Course design and implementation	Area of strength
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.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments

T11 Course design is extremely comprehensive and closely tailored to students' needs with clear guidelines for teachers. Planning documentation is of a very high standard and individual learner plans are available to students. On the YASP students receive a very well-presented student workbook which is closely aligned to the lesson content materials.

T12 After in-class preparation there are, for example, opportunities for further development of skills through the attendance at activities such as the welcome party. Homework tasks are frequently designed to help students use newly acquired language outside the classroom. Much of the YASP applied English programme is designed to support students' language skills outside the classroom, for example, on the company visits and at the guest speaker sessions.

T13 There is a documented formal review system in place which includes feedback gathered from teachers and students. The nature of the student profile means courses are highly tailored around students' needs and programmes of study are often developed in consultation with students.

T14 Weekly plans are live documents and frequently referred to in class. Plans are reviewed with students and also used as a tool for reflective learning.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
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

T15 An online pre-course testing system is in place with opportunities to assess students' language strengths and needs on arrival. Students studying online have a personal assessment from one of the courses team before being allocated to a particular class or teacher. YASP students have a personal virtual interview before the course starts.

T16 Monitoring and recording of student progress are well considered and tailored to the needs and length of stay of the students. Students can access their respective progress records via the portal. YASP students have individual daily progress slips.

T17 The system of regular student teacher 'check ins' and 'learner plans' ensures that students receive a high level of support. YASP students also receive personalised feedback each week.

Classroom observation record

Number of teachers seen	18
Number of observations	20
Parts of programme(s) observed	All

Comments

A full range of classes was observed including classes for: general English, business and professional, one-to-one lessons, online classes, a closed group course plus a guest speaker lecture. Both inspectors separately observed the YASP teacher timetabled on the day of the inspection.

Teaching: classroom observation	Area of strength
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.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
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.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers provided accurate written and spoken models and demonstrated a sound knowledge and awareness of the use of English and its linguistic systems. Where necessary explanations were relevant, clear and concise with appropriate attention to register and phonological systems.

T20 Class and individual profiles outlined any specific needs and lessons were suitably tailored to students' linguistic needs and interests. There was evidence of the syllabus being effectively negotiated between the students and teacher and of learning objectives being reviewed.

T21 There was a clear and logical sequence of activities leading to well-expressed and relevant learning outcomes, which were made clear to students. Staging was very clear.

T22 A wide range of effective teaching techniques was seen in all segments including elicitation, nomination and the signposting of subskills in reading and listening. Instructions were clear and checked. Concept checking was thorough and systematically carried out where appropriate.

T23 The classroom environment was extremely well managed including very effective use of interactive whiteboards and screens. Online lessons were handled very efficiently, and technology was used in a wholly appropriate way using a full range of resources.

T24 Positive feedback was encouraging and effective. Errors in meaning, form or pronunciation were picked up in a timely manner and peer correction was encouraged. Delayed and personalised feedback techniques were used to good effect.

T25 There was effective monitoring of activities and short tasks were used to evaluate learning. There was clear reference to the students' needs and the lesson objectives. Homework tasks were integrated and facilitated efficient use of class time.

T26 Teachers were extremely responsive to individual student needs and skilfully established a dynamic and professional learning atmosphere. Students were consistently fully engaged and on task.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met

W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W2 Pastoral care is provided to a high standard. Welfare staff members have received specialist training in student care and welfare. The customer experience manager liaises with a member of the academic team to provide personalised care for long-stay students. There are suitable arrangements to ensure the well-being of students aged under 18.

W5 The website, induction slides, student handbook and portal provide comprehensive and well-presented information and advice on relevant aspects of travel to, and life in, London. Transport between points of entry and the YASP is arranged free of charge on specific arrival and departure days, for London-based airports and train terminals.

W6 Students have access to good healthcare provision. There are a number of trained first aiders on site at any one time. Staff are available to give students healthcare information, to help them make appointments, and to accompany students to medical or dental appointments if required. On the YASP, all members of the management team are first aid trained and the teaching centre and residence are near several walk-in health clinics, pharmacies and hospitals.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	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

W9 The accommodation provision is very well managed. Annual inspections are carried out and spot checks are conducted if feedback suggests the provision falls below expected standards. The residence used for the YASP students has been inspected and suitable arrangements are in place to ensure the safety and security of the students.

W10 Written confirmation of accommodation booked is clear and comprehensive; it includes information about the hosts, the home and the local area, photographs or videos, and a map with guidance on travel from the accommodation to the school. Information about the residential accommodation is also comprehensive.

W11 Feedback on accommodation is collected on the first day of the course. A member of the customer experience team speaks to every student individually about their accommodation. Any issues are promptly followed up. Some members of YASP staff are resident in the accommodation used by the students and are able to deal promptly with any problems students may have.

W12 There are excellent communication channels between the school and the hosts. Hosts are made aware of the requirements, which are reviewed and confirmed on an annual basis. Communication between the school and the management of the residence is also effective.

W13 Dietary requirements, restrictions and allergies are noted at the time of booking and passed on to homestay hosts. Hosts discuss meal requests with students and respond accordingly. Student feedback provides evidence of a good standard of provision. In the residence, meals with healthy choices are offered, and restrictions and allergies catered for.

<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 area are fully met.	

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
All applicable criteria in this area are fully met.	

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments	
W19 Before and during their course, students receive very good information about leisure opportunities via the website, the student portal, induction and displays in the school. Staff encourage participation in the social programme and members of the customer experience team help students make independent arrangements. Students on the YASP also receive information about the leisure programme on a daily basis via various means. W20 Throughout the week, the school organises a variety of social and cultural activities which are appropriate to the range of interests and ages of the students. Students in the focus group commented very positively about the programme. Those staying in the student residence can also participate in social activities organised by the residence. The YASP includes a full programme of cultural and social activities and visits, suitable for the age group. W21 The leisure programme is very well organised and resourced. Members of staff participate in on-site social activities. The YASP leisure programme is well organised and very well resourced. W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. Leaders are responsible for ensuring that risk assessments are up to date and bespoke for each activity and venue. Systems on the YASP are satisfactory. Risk assessments for the YASP take into account the age of the students. There is a generic template with some information about specific venues. W23 Off-site activities are often led by members of the welfare and teaching staff. Guided walks around London are led by an experienced guide. Staff leading an activity for the first time are accompanied by an experienced member of staff. Activity staff on the YASP are well trained for their role and supported by experienced managers.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met

S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
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

All the students enrolled on the young adult summer programme are aged under 18.

S1 There is a comprehensive and well-worded policy and set of procedures, implemented through and supported by practical documents.

S2 The policy is made known to staff members who are obliged to sign to say they have understood the policy and their responsibilities. Clear guidance and appropriate levels of training are in place.

S4 Recruitment policies and procedures are very robust. The checking of suitability to work with students under 18 is very thorough.

S7 Although earlier in the summer the accommodation arrangements had not been satisfactory, at the time of the inspection the criterion was met. Students were accommodated in ensuite rooms along two corridors used exclusively by the school. They were not divided by gender.

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	1957
Last full inspection	June 2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	London School of Modern Languages
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	London School of English Stockholm

Private sector

Date of foundation	1912
Ownership	Name of company: The London School of English Ltd. Company number: 522995
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	Senate House (summer programme classes) University of London, Mallet Street, London WC1E 7HU. International Hall (summer programme accommodation) Lansdowne Terrace, London WC1N 1AS These facilities were inspected on the supplementary visit.

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	36	60
Full-time ELT (15+ hours per week) aged 16–17 years	6	N/a
Full-time ELT (15+ hours per week) aged under 16	3	N/a
Part-time ELT aged 18 years and over	59	50
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	95	110
Adult programmes: advertised minimum age	20+	20+
Adult programmes: typical age range	20–60	20–60
Adult programmes: typical length of stay	6–8 weeks	2–4 weeks
Adult programmes: predominant nationalities	French, Brazilian, Turkish, Finnish, Saudi Arabian, Chinese, Japanese	Varies a lot but similar to inspection week
Junior programmes: advertised minimum age	15	N/a
Junior programmes: advertised maximum age	17	N/a
Junior programmes: typical length of stay	2 weeks	N/a
Junior programmes: predominant nationalities	Ukrainian, Swiss German	N/a

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	18	30
Number teaching ELT 20 hours and over a week	13	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT course	4	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	19	
Total number of support staff	9	

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	4
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	4

Comments

None of the academic management team have scheduled teaching hours. They can provide additional cover in the event of the timetabled cover teachers not being available.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	13
TEFLI qualification	4
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	1
Total	18
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	13	N/a
Private home	N/a	N/a
Home tuition	0	N/a
Residential	17	9
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	65	N/a
Overall totals adults/under 18s	95	N/a
Overall total adults + under 18s	104	

Points to be addressed

There are no points to be addressed.