

Organisation name	Eurocentres, London (now Bayswater College)
Inspection date	16–18 November 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 S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Eurocentres, London in November 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).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+), for under 18s, and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, teaching, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The school has undergone a number of changes in a relatively short period of time: the last full inspection took place, as LSC Stanton, in 2016. In 2019 the school was rebranded as Bayswater College and the premises underwent a major refurbishment. In 2020 the global pandemic affected the business from February onwards, with the school going into lockdown on 20 March. The school reopened in September and in December 2020 Bayswater College merged with the former Eurocentres, with the school taking the name Eurocentres, London. In 2021 the school was closed for the first three months, then operated on a reduced timetable until May. There have been several changes in personnel. The former academic manager at Eurocentres, Central, who is TEFLQ, was appointed as principal shortly before the inspection.

Due to the global pandemic, the inspection was conducted remotely by two inspectors and took place over three days: one afternoon, one full day and one morning/early afternoon. Meetings were held with the director of Bayswater Education, the academic director, the principal, the senior teacher, a student services executive, the human resources officer, the admissions manager, the accommodation manager, the business development manager, the global sales director and the marketing manager. Focus group meetings were held with students and teachers. Ten teachers (including the senior teacher) were observed. One inspector was given a virtual tour by the manager of one of the residences, and she spoke by phone to the agency which arranges homestay accommodation.

Address of main site/head office

167 Queensway, London W2 4SB

Description of site observed

The school premises consist of the four upper floors of a five-storey building in central London, above a supermarket. There is a total of 15 classrooms. On the first floor, there is an open-plan reception area with soft seating and a study/co-working area for staff and students. There are also two offices, two classrooms, and a disabled toilet. On the second floor, there are four classrooms (one containing self-study resources for students), the teachers' room, the academic managers' room, toilets, and a kitchen area for use by students and staff with tables and chairs that can be used for the consumption of food. On the third floor, there are five classrooms, one of which is currently used as a prayer room, an office, a central lounge area and toilets. On the fourth floor, which is sometimes used for junior groups, there are four classrooms, an office, toilets, and a central social area containing tables and chairs and table football. There is a lift with access to all floors which was not in use at the time of the inspection.

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"/>
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

General ELT courses for adults (18+) and young people (16+) are run throughout the year. Students can study programmes of between 15 hours and 22 hours 30 minutes per week. Closed groups of students aged seven to 17 are run at the school throughout the year, although none were taking place at the time of the inspection. One-to-one classes are offered to adults (18+) and young people (16+), and students aged under 18. At the time of the inspection, one student aged 15 was having one-to-one lessons. During the summer, it is planned to run the Bayswater Summer courses, which are separately accredited, on the fourth floor of the building.

Management profile

The parent company, Bayswater College, has a board of directors and a senior management team, with members responsible for academic management, marketing and publicity, finance, IT and HR. Within the Eurocentres, London school there is a principal who also takes responsibility for academic management and who directly line manages the senior teacher, the teachers, the operations manager and the student services executives.

Accommodation profile

Accommodation currently offered consists of three student residences booked through agencies and homestay organised by an agency registered with the Scheme. Other residences and shared apartments have also been offered in the past. A remote viewing of one of the residences in use was provided for one inspector. The residence provides ensuite accommodation in clusters of up to six rooms with a shared kitchen. Kitchens are fully equipped and have a seating area. There is a common room and laundry room.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision generally works well to the benefit of the students and in accordance with the stated goals and values. Information in publicity needs to be made more easily accessible but generally is accurate and raises realistic expectations. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very attractive, comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. 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. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including a good range of out-of-class activities and suitable accommodation. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, there is a clear and comprehensive policy and appropriate provision for the safeguarding of students under the age of 18 within the organisation, including in leisure activities and accommodation.

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.	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.	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 There is a very clear set of value statements, and evidence of staff and student engagement in the process of creating and identifying with the goals and values.

M2 There are clearly described short and long-term objectives for the future of the organisation. They are detailed and realistic in terms of coping with the consequences of the pandemic and in managing the challenges and benefits arising from the recent merger of Bayswater College and Eurocentres.

M6 Systems for obtaining staff feedback are very good. Feedback is sought and recorded using a range of informal and formal methods: for example, regular review meetings, surveys, appraisals, exit questionnaires.

M7 Systems for reviewing processes and practices in all areas of the organisation are very well developed; there is a comprehensive and regular quality review cycle.

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.	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.	Strength
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.	Strength

Comments

M10 Policies and procedures for the recruitment and selection of staff are appropriate but not consistently implemented: for example, in the requesting of and recording of references. See also S4.

M12 There are very good systems in place for monitoring staff: for example, there are robust and supportive appraisal systems, the results of which feed into the continuing professional development of all staff.

M13 There are very effective systems including formal and informal training to ensure the continuing professional development of all staff. Appraisals and observations are used to identify development needs and opportunities for individuals and for the organisation.

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.	Strength
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.	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.	Strength
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
M16 Enrolment, cancellation and refund procedures are carried out in a very fair, efficient and sensitive manner. This is particularly evident during a time when enrolments have had to be cancelled or postponed because of the pandemic.
M19 The policies and procedures relating to student attendance and absence are appropriate and robustly implemented. For example, students aged under 18 have to sign in each day and any unexplained absence is followed up immediately.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments
At the time of the inspection the publicity was undergoing a major redesign to reflect the provision after the merger of Bayswater College and Eurocentres. The main medium of publicity is the website. There is currently potential confusion with the current website and that of the former Eurocentres, Central. There is a comprehensive brochure but at the time of the inspection it could only be accessed via the website after application and provision of contact details. Social media is also used.
M24 On the website, information for all courses about the times of classes, the total number of taught hours per week, course dates and any non-teaching days is not available or easily accessed.
M25 Clear and easy to find information for all courses is not available on the website about the costs of tuition and course-related exam fees not included in the course fee.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
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.	Strength
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
P1 Premises are in an excellent state of repair; the décor and furnishings are stylish and colourful and provide a very comfortable environment.
P3 There is very good provision for relaxation and the consumption of food. Staff and students have use of an equipped kitchen with space for eating snacks and lunch; there are a number of areas with soft seating.
P5 The standard of signage is exceptionally high throughout the school; noticeboards in common areas and in classrooms are informative, attractive and well organised. A plasma screen in reception displays current information.

Learning resources	Met
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P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P9 The provision for educational technology, and training and support in its use, is very good. There are interactive whiteboards in every classroom; teachers reported that they are trained in using the technology at induction and can count on day-to-day support in case of technical difficulties.

P12 There are robust policies in place for reviewing and developing teaching and learning resources. For example, there is evidence of the systematic integration of the resources made available following the merger of Bayswater College and Eurocentres.

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.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 One teacher does not have a level of education normally represented by a Level 6 qualification. A rationale was provided but not accepted within the context of the inspection; insufficient evidence was provided of post-school education or training.

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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T9 There are very effective arrangements for day-to-day guidance and support provided by peers and especially by the senior teacher who does not have a timetabled teaching commitment. Teachers reported that advice and help is readily available.

Course design and implementation	Met
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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.	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.	Met

Comments

All relevant criteria in this area are fully met.

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	10
Number of observations	10
Parts of programme(s) observed	General English classes in the morning and afternoon.

Comments

Three teachers were not observed as they were scheduled to teach at times outside the inspection programme. The class taught by the senior teacher during one morning was cover for the pre-arranged absence of a teacher who had been observed the previous day.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength
Comments	
T23 Teachers provided accurate models of spoken and written language. Illustration of grammatical structures and of lexis was done well. There was clear evidence of knowledge of phonological systems: for example, of phonemes and intonation patterns.	
T24 Teachers provided detailed plans which drew on knowledge of the students, as described in student profiles. Lesson content was usually based on a coursebook but teachers often developed and personalised the topic to take into account the students' needs and their cultural backgrounds.	
T25 Plans stated lesson objectives but they were usually in the form of teaching aims rather than learning outcomes. Aims were usually achieved through a coherent sequence of activities. In a minority of the segments, the learning outcomes were made explicit to students and reviewed at the end of the lesson.	
T26 A good range of appropriate techniques was confidently used, including effective eliciting, matching and information gap exercises, and controlled oral practice. Teachers systematically checked that both instructions and concepts had been understood.	
T27 Classroom environments, including seating, were thoughtfully managed. Resources used included coursebooks, teachers' own materials and the interactive whiteboard. All teachers used the technological resources confidently, some more creatively than others.	
T28 An appropriate range of different correction techniques, including self-correction, peer and whole class correction, was observed. In better segments, there was a good focus on pronunciation.	
T29 Lessons included activities and tasks to evaluate whether learning had taken place. In a minority of classes, teachers helped students evaluate their own learning.	
T30 Overall, teachers created a very positive learning atmosphere. They were relaxed and confident, projecting a clear sense of purpose, encouraging students and personalising content when appropriate. Students were attentive and engaged and clearly enjoying their lessons.	

Classroom observation summary
The teaching observed met the requirements of the Scheme. The teaching ranged from very good to satisfactory with the majority being good. Teachers had planned their lessons thoroughly, according to their students' needs and interests. They used a range of resources and managed the classroom environment well. A good variety of effective teaching techniques was demonstrated. Feedback and correction were generally handled well and there was a positive and purposeful atmosphere in all classes.

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.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
W1 Measures to ensure safety and security on the premises are good. The principal's job description includes responsibility for this area, and training is provided for fire marshals.	
Accommodation (W9–W22 as applicable)	Met
All accommodation	

W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Not 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.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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

W10 In one residence, cleaning and change of linen only takes place fortnightly. At the other two residences currently in use, cleaning services can be booked at extra cost; this is made clear in pre-arrival information.

W12 Confirmation of bookings for all accommodation is clear and detailed, including photographs of the accommodation as well as a pen portrait of the host in the case of homestay. Additional information about the local area is also provided.

W13 An accommodation questionnaire is completed on the first day and any issues addressed and recorded. The homestay agency also carries out regular checks with the school on levels of satisfaction; agency staff are available 24/7 to respond to issues or problems.

<i>Accommodation: homestay only</i>	
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 area are fully met.

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

Comments

The relevant criterion in this area is fully met.

Leisure opportunities	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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

W23 Information is provided about events and activities in the area and the school facilitates access through advice and assistance with bookings. Leisure opportunities are widely promoted through the school's social media and noticeboards. In addition, staff regularly visit classes and talk through information and photographs previously downloaded to interactive whiteboards.

W24 The social programme includes a good variety of activities, and staff ensure their relevance by getting to know students' interests through a range of channels, including a weekly tea and coffee meet-up session.

W25 Students are asked what they want to do and the programme reflects their responses. Teachers are involved in leisure activities; they are briefed and, like students, receive information and handouts prior to any event.

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.	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.	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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection there were six under 18s: five young people joining adult courses and a 15 year-old receiving one-to-one tuition.

S1 The organisation's safeguarding policy is comprehensive and detailed, and has clearly benefited from experience and expertise. Its implementation is supported by related policies and practical documents, including recruitment policies and procedures, and parental consent forms.

S4 Two references had not been obtained for all staff where required. Reference requests do not consistently ask about suitability to work with 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	2000
Last full inspection	2016
Subsequent spot check (if applicable)	2018
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	Professional courses (digital marketing, fashion); modern foreign languages.
Other related accredited schools/centres/affiliates	Eurocentres, Liverpool (by extension); Eurocentres, Brighton; Eurocentres, Bournemouth; Eurocentres, Cambridge; Bayswater Summer, London.
Other related non-accredited schools/centres/affiliates	Affiliates in Cyprus and South Africa.

Private sector

Date of foundation	1973
Ownership	Name of company: Bayswater College Limited Company number: 01998672 Bayswater College Limited is owned by Bayswater Education Limited, the ultimate holding company for the group.
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	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: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	At peak
Full-time ELT (15+ hours per week) 18 years and over	85	250
Full-time ELT (15+ hours per week) aged 16–17 years	5	10
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	30	100
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	1	0
Overall total ELT/ESOL students shown above	121	360
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Italian, Chinese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–35	20–35
Adult programmes: typical length of stay	6 weeks	6 weeks
Adult programmes: predominant nationalities	Brazilian, Saudi Arabian, Italian	Brazilian, Colombian, Swiss

Staff profile

	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	12	15
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	12	

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	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3

The academic manager for the Bayswater group is TEFLQ; the principal of Eurocentres, London is TEFLQ; the senior teacher is TEFLI. She was providing cover for a scheduled absence for one morning (three hours) during the week of the inspection. A rationale was provided for the senior teacher's lack of TEFLQ and accepted within the context of this inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	12

Comments

Three teachers were teaching during the week of the inspection but were not observed; their lessons took place outside the inspection timetable.

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	8	1
Private home	0	0
Home tuition	0	0
Residential	18	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	5
Staying in privately rented rooms/flats	89	0
Overall totals adults/under 18s	115	6
Overall total adults + under 18s	121	