Inspection report

Organisation name	Bayswater College London
Inspection date	11–12 November 2025

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. Evidence must be submitted within three months to demonstrate that weaknesses in W22 have been addressed.

Summary statement

The British Council inspected and accredited Bayswater College London in November 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and young people (16+), and for closed groups of under 18s, and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, and care of students.

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

Introduction

Bayswater College London (BCL) was last inspected as Eurocentres, London and is one of the five year-round UK schools within the Bayswater Education (BE) group, which acquired Eurocentres in 2020. A number of functions are centralised across all BE schools, including marketing, admissions, IT, finance and human resources (HR).

A number of staffing changes have taken place since the last inspection, and job roles and titles have been standardized across the five schools.

The inspection took one and a half days. At the time of the inspection, the director of studies (DoS) was unavoidably absent. Meetings were held with BE staff: the chief people officer (CPO), the head of central services, the senior marketing manager, and the academic development manager (ADM), and with London school staff: the

centre director (CD) and the two student services executives (SSE)s. Focus groups were held with students and teachers respectively. All teachers timetabled during the inspection were observed. One inspector conducted a virtual tour of the main residence used by the school and held telephone meetings with the registered accommodation agency and a representative from the residence.

Address of main site/head office

167 Queensway, London W2 4SB

Description of sites visited

Bayswater College London occupies the four upper floors of a five-storey building in the Bayswater area of London, in a busy area close to a range of transport links. The school is accessed from the street by a staircase to the first floor, where there is a reception desk and staff offices, as well as a large open-plan area with different seating options, space for students to work or eat/drink, a noticeboard and a screen with scrolling school information. Also on this floor are three classrooms, one of which is normally in use as office space. There are a further 15 classrooms on the upper floors, as well as a teachers' room, an academic office, a further office, and a student/staff kitchen and eating area. The fourth floor is used for closed groups of under 18s; when not in use for this purpose some classrooms are designated as dedicated prayer rooms.

There is a student area on every floor, with different seating arrangements and additions such as a football table, books and TV. Each floor is reached from the staircase via double doors, and there are toilets on each landing area.

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

BCL offers general English and examination preparation courses for adults (16+) and summer courses for students aged 12 to 17. Closed group courses are also offered for students aged 12–18. In the afternoon, students on intensive courses study modules. One-to-one classes are offered throughout the year.

Management profile

The CD, who reports to the regional centre director, oversees the day-to-day management of the school and its operations. They are assisted by the DoS who has responsibility for the academic programme, and the two SSEs, who deal with student services and accommodation.

Accommodation profile

Accommodation currently offered consists of three student residences booked through agencies and homestay organised by an agency registered with the Scheme. At the time of the inspection only one residence was in use. 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. Self-contained studio apartments are also available. Students in the residences have access to common room areas with a range of activities a gym and a laundry room.

Management

The provision meets the section standard and exceeds it in some respects. The provision is very well managed to the benefit of the students, and in clear accordance with the provider's stated goals, values, and publicity. *Strategic and quality management*, *Staff management*, and *Student administration* 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 safe, 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. 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 professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are structured and well managed to provide the maximum possible benefit to students.

The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Pastoral care and information is of a very high standard and the leisure provision is good. Students benefit from very well-managed student services, including a good range of out-of-class activities and suitable accommodation. *Care of students* 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.	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 BE mission statement is clearly set out on the website together with the organisation's promises to students, which encompass its goals and values. These also form part of staff inductions and are set out in handbooks, as well as being reinforced through posters around the school. All staff are invited to an online company values session with the CPO.

M2 BCL has a centre development plan which is aligned with the wider goals of the organisation, and includes clear business objectives with key performance indicators. There are comprehensive measures to monitor progress towards goals, including regular business update meetings for management teams.

M4 Good use is made of a wide range of channels for communication in the school and more widely across the organisation, and staff are kept very well informed. Staff with similar roles have regular opportunities to meet with their counterparts across the BE group.

M5 There are comprehensive procedures for collecting and recording feedback, and tutorials provide additional checks on satisfaction and wellbeing. Students also have access to an app, and feedback can be submitted in this way at any time. All feedback is recorded and acted on immediately or fed into wider meetings and processes.

M6 There are regular, formal feedback mechanisms involving all staff, including an annual anonymous survey, regular meetings, appraisals, and exit interviews. In addition "pulse" surveys are used when changes are introduced or proposed. There were examples of changes made in response to staff feedback.

M7 The organisation operates a comprehensive and regular quality review cycle incorporating information and feedback from a wide range of both internal and external sources.

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.	Strength
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 HR policies are comprehensive. The organisation actively seeks opportunities to reward staff and share successes; for example with an extra day's holiday. All staff have a paid "do good" day each year in keeping with the BE goals and values statement.

M10 There are comprehensive procedures for each stage of the recruitment process; staff files provided evidence of their consistent implementation.

M11 A thorough induction is provided for all staff, which is paid and includes mandatory training and company values, as well as tailored support based on specific job descriptions with opportunities to observe or shadow.

M12 There is a robust and supportive appraisal procedure, in which both appraisers and appraisees are very well supported at all stages by the school's HR platform. The system is supportive and developmental; training needs are identified and inform CPD processes.

M13 CPD arrangements are well structured to allow individual as well as generic focus. Appraisals effectively identify development needs and opportunities; a record is kept of all staff CPD, and financial support is available to upgrade qualifications.

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.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments
M14 There are high standards of customer service; student feedback is consistently good in this area. Staff are supported by very good IT systems and training.
M15 BE provides comprehensive pre-course information and communication at all stages and through a range of channels. The central sales team receive regular training and updates on courses, and some factsheets are available in translation. Students are encouraged to download the Bayswater app, which provides extensive pre-arrival information, and agents are regularly updated through a dedicated zone on the website.
M18 There is a clear policy on student attendance which forms part of student induction, and is promptly and consistently implemented. Student attendance concerns are regularly discussed and staff meetings and there is systematic follow-up of attendance and punctuality problems.
M20 Information about the complaints procedure is made widely available; it is covered at induction, and is available for reference on the student app, and in their handbook. There is a clear description of the complaints process, including ultimate option of referring to English UK.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments
The main medium of publicity is the website. A number of factsheets can be downloaded from the website.
M21 The website included reference to a guarantee of success. This was removed and is no longer a point to be addressed.
M24 The cost of materials in included on the price list; however, this is potentially ambiguous as it refers to additional course materials and not the coursebook (which is not provided, but nor are students required to buy it).

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

Comments
P1 There are comprehensive safety and security policies and practices, including risk assessment for all premises used. High levels of training have been provided, including for fire marshals and for all staff on implementing the emergency plan. Students are briefed at induction on emergency evacuation.
P4 Students have access to a variety of social and relaxation areas on each floor with different types of seating and facilities, including a kitchen area.
P5 Signage is very clear and consistent, with strong branding. There are numerous well-maintained and informative noticeboards throughout the building as well as a screen with rolling information in the reception area.

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.	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 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.	Met
Comments	

P7 Learning resources are very well organised and there is a wide range of up-to-date learning materials, both physical and digital including good resources on which staff can draw to support coursebooks where appropriate.
P9 There is a good range of educational technology in all classrooms, which is well maintained and used regularly and confidently. There is responsive technical support and reliable Wi-Fi throughout the building.
P10 Graded readers are available to borrow. Course fees include access to a range of additional learning materials which are available on the Bayswater app, and which students can make use of for three months after the end of their course.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	

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

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

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	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	

T5 Cover arrangements are clearly set out and managed, and there is good provision for cover. Records of work are centrally held to enable continuity in case of absence.

T6 The teachers' handbook provides good information and practical guidance on lesson planning and the integration of new students. Course design and logistics are effectively planned to facilitate the continuous enrolment process.

T7 Teachers receive a detailed induction on all aspects of their role, and there is a checklist and presentation available so that other managers can provide a full induction in case the DoS is absent. Teachers are also paid to complete a BE induction and training programme developed by the ADM, for which they also receive a certificate. Opportunities to observe classes are provided if possible.

T8 The academic management team provides excellent levels of proactive support for teachers. A range of support procedures are in place including daily check-ins with teachers, regular meetings and idea exchange sessions. Teachers in the focus group were very appreciative of this support.

T9 A range of observation types takes place, including two formal annual observations by the TEFLQ academic manager. There are additional developmental observations as well as drop-ins for new teachers. Observations form the basis for teacher appraisals and inform CPD planning.

T10 CPD planning is well organised and takes into account information from observations, appraisals, and feedback from teachers and students as well as organisational priorities. Teachers are encouraged to propose areas for CPD, and to lead sessions where appropriate. Peer observations are structured and supported.

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

All criteria in this area are fully met.

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

T16 Assessment of progress is reliably linked to the CEFR. There are regular progress tests and a monthly level assessment test, individual progress is reviewed in tutorials, and comprehensive data is available to both students and staff.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	GE, IELTs, Con Pron and employability modules
Comments	

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met

T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	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.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers demonstrated appropriate knowledge and awareness of the use of English. Explanations and examples were generally clear and relevant. In some cases there was a focus on word and syllable stress to support pronunciation.

T20 Lesson content reflected course objectives and the needs of the students. Topics and materials were relevant and timings appropriate.

T21 Intended learning outcomes were generally clearly expressed in plans, as well as anticipated problems and potential solutions. Lessons were appropriately staged and logically sequenced.

T22 A range of appropriate teaching techniques was demonstrated, including questioning, eliciting and prompting.

T23 The majority of teachers managed the classroom environment very effectively. Technology was handled competently and confidently to enhance learning, boardwork was clearly presented, and additional materials were appropriate and well presented.

T24 Teachers provided positive feedback and praise, made confident use of a good range of correction techniques and consistently encouraged peer- and self-correction. There was evidence of planning for error correction in many lesson plans.

T25 Most teachers included activities which gave both themselves and students the opportunity to evaluate learning.

T26 All teachers promoted a positive and inclusive learning atmosphere, with variety of activity, interaction patterns, and pace. They clearly demonstrated their rapport with and interest in, their students' needs and interests. Learners were actively engaged throughout the lessons.

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.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W1 A very comprehensive plan is in place with differentiated training and briefings for staff, group leaders and students. Plans and arrangements cover eventualities that could occur on and off-site.

W2 Measures to ensure the pastoral welfare and well-being of students are very good. Student welfare is a priority, with carefully-considered systems and efficient communication mechanisms, for example, the MyBayswater app and daily catchups with 16 and 17 year-olds.

W3 Policies are well expressed and relevant and information is widely available. Diversity and inclusivity feature strongly in the ethos of the school and volunteering activities provide students with opportunities to meet a broad spectrum of local people.

W5 Relevant and useful information is made available to students through a range of mediums, including pre-arrival virtual meetings and accessible supporting information.

W6 The health care provision is extensive including staff trained in mental health support and first aid. Staff are available to accompany students to appointments if necessary.	

Accommodation (W7–W18 as applicable)	Met
All accommodation	
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.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
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.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this section are fully met.	

Accommodation: other	
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.	Met
Comments	
None.	

Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W19 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 MyBayswater app, social media and well-presented noticeboards.	

W21 A wide variety of activities is available, and students are consulted and involved in the choice of activities, so the social programme closely reflects their interests as well as being linked to the digital badges and the 'Global Skills Certificate' system operated by the school.

W22 Risk assessments are in place with clear guidelines that include control measures. However, not all risk assessments consistently make reference to how to respond to situations where students are at risk.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16 and 17 year-olds on adult courses all year round. It also accepts closed groups of students aged 12 to 18. At the time of the inspection there were three students under 18.

S2 In addition to the named Designated Safeguarding Lead (DSL) and the deputy DSL one of the two SSE is also trained to specialist level. Hosts receive safeguarding training, and all group leaders are briefed on their safeguarding responsibilities. All staff receive annual update training on safeguarding. All adults sign agreement to the code of conduct. Students are made aware of relevant safeguarding issues and there are notices throughout the school that provide information and support.

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	16–18 November 2021
Subsequent checks/visits (if applicable)	N/a

Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Professional Courses, Career Preparation Programme and Study Abroad.
Other related accredited schools/centres/affiliates	Bayswater Liverpool, Bayswater Brighton, Bayswater Bournemouth, Leeds English Language School
Other related non-accredited schools/centres/affiliates	Bayswater schools in France, Cyprus, South Africa, Canada

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	BAC

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	90	230
Full-time ELT (15+ hours per week) aged 16–17 years	3	15
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**93**	**245**
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, Japanese, Thai	Brazilian, Turkish, Japanese
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2–4 weeks	2–4 weeks
Junior programmes: predominant nationalities	N/a	Argentinean, Mexican, French

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	15
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	

Total number of support staff	0	

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	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1
Comments	
The academic manager was not present at the time of the inspection. They have no regular teaching allocation but are available for cover.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	5
ATEFL registered 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	0
Total	7
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
Arranged by provider/agency		
Homestay	3	0
Private home	0	0
Home tuition	0	0
Residential	14	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying in own home, with own family or in privately rented rooms/flats	73	3
Overall totals adults/under 18s	90	3
Overall total adults + under 18s	93	

Items requiring early action
Evidence must be submitted within three months to demonstrate that weaknesses in W22 have been addressed.