

| | |
|-------------------|---|
| Organisation name | Centre of English Studies (CES) Edinburgh |
| Inspection date | 5–7 August 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. However, evidence must be submitted within three months to demonstrate that weaknesses in W9 and S4 have been addressed. |

| Summary statement |
|---|
| <p>The British Council inspected and accredited Centre of English Studies (CES) Edinburgh in August 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).</p> <p>This private language school offers courses in general and professional English for adults (18+) and young people (16+), for closed groups of under 18s, and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, learner management, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

| Introduction |
|--|
| <p>The Centre of English Studies (CES) Edinburgh was originally the Randolph School of English. It was bought by CES in 2015 and is one of the CES group of schools. The other schools are located in Leeds, London, Oxford, Worthing, Dublin, Cork, Vancouver and Toronto. The school offers open enrolment language courses year-round as well as vacation language programmes for juniors at various points during the year. The school also offers teacher development and professional courses.</p> <p>The inspection took two and a half days. The two inspectors held meetings with the principal, the academic manager, the assistant director of studies, the office manager/registrar, the accommodation & welfare officer, the social co-ordinator, the junior centre manager and the UK director of CES. All teachers timetabled during the inspection were observed. Focus group meetings were held with groups of teachers, students, activity leaders and group leaders. One inspector conducted a virtual tour of two homestays and visited one residence.</p> |

Address of main site/head office

54 Manor Place, Edinburgh EH3 7EH

Description of sites visited/observed

The Centre of English Studies (CES) Edinburgh school operates out of a five-storey building located in the West End of Edinburgh, a short walk from Princes Street in the city centre. There is a reception on the ground floor with workplaces for the principal, academic manager and the administrative team, and a student common room on the first floor. The staffroom is located in the basement of the school, and there is a self-access centre, which is now primarily used as a classroom. There are eleven classrooms in total in the building and toilets are available on every floor. On the second floor there is an office for the head of the teacher training courses; two of the classrooms on the second floor are used for these courses and by the school when teacher training courses are not running. There is a garden at the rear of the building.

The school's junior vacation courses take place at Edinburgh Academy's senior school (42 Henderson Row, Edinburgh EH3 5BL) in the Stockbridge area of the city. At Edinburgh Academy CES have use of up to 22 classrooms, a staff room, a sports court, garden and dining room.

| 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Applied English/Content and language integrated learning (CLIL) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

General English courses of 15 and 22.5 hours per week are offered to students aged 16 and above. One-to-one tuition is also offered and can be combined with a group course. At the time of the inspection, nine morning general English classes, five afternoon general English classes, one afternoon IELTS preparation class, one afternoon business English class, one one-to-one class, and four morning junior vacation classes were running.

Management profile

CES Edinburgh is part of Centre of English Studies Ltd. The principal of CES Edinburgh reports to the UK Director and CEO. All members of the academic, social and administrative teams at CES Edinburgh report to the principal.

Accommodation profile

The school offers homestay accommodation throughout the year to adults and to young learners in closed groups. In the summer, CES Edinburgh also offers residential accommodation to young learners and adults in separate premises.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision very much operates to the benefit of the students, and in accordance with the provider's clearly stated goals, well-communicated 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. 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.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students very effectively in their learning. Courses are structured and managed to provide benefit to students. The teaching observed meets the requirements of the Scheme. *Learner management* is an area of strength.

Welfare and student services

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

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. However, there are not two references on file for all homestay hosts.

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. | Met |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Strength |

Comments

M1 The organisation's statement of mission, aims and values, is clearly expressed and forms part of almost all key documents, including handbooks, policies, and job descriptions. It appears on the website and is posted on all noticeboards in the main school.

M2 Clear objectives for the future of the school are expressed in the comprehensive college improvement plan which is updated yearly and draws from points to be actioned from inspections, staff and student feedback, as well as the wider company's strategic development plan.

M3 The structure of the operation is well documented and clearly conveyed to staff and students. Photographs of staff and their roles appear on noticeboards throughout the school. Management and administrative staff can cover for each other.

M4 Communication is very good, within the school and across the wider organisation. There are both formal and informal channels, including a range of regular and well-attended meetings. Staff with similar roles across the wider organisation have frequent opportunities to communicate and share their experience.

M5 There are comprehensive systems for obtaining feedback, and a range of opportunities for students to give feedback at other times, for example through tutorials, student focus groups, and a suggestion box. As well as analysis for planning, feedback is locally distributed to the relevant staff members and acted upon.

M7 As well as CES cross-company review and strategic planning, the school has an improvement plan which incorporates recommendations and information from a range of sources, including staff and student feedback, internal quality control audits, and external bodies.

| Staff management and development | Area of strength |
|--|------------------|
| M8 The provider implements appropriate human resources policies, which are made known to staff. | Met |
| M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date. | Met |
| M10 There are effective procedures for the recruitment and selection of all staff. | 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. | Met |
| M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation. | Strength |

Comments

M10 There are comprehensive procedures for each stage of the recruitment process, and files sampled provided strong evidence of their consistent implementation. Relevant staff are trained in safer recruitment.
M11 Induction procedures are very thorough. Staff feel they have been well prepared for, and are supported in their roles.
M13 CPD for all staff is well established and funded. Appraisals effectively identify developmental needs and opportunities. Statutory training is well documented, and support is available for staff members wanting to add to or upgrade their 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. | Met |
| 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 Customer service is delivered to a high standard. Students in the focus groups and the group leaders reported that they felt extremely well looked after and that all staff were very approachable and helpful. There is consistently good feedback from students and their representatives.
M15 Students or their representatives receive personalised information and advice from members of the CES Edinburgh team. Closed group programmes are bespoke. Group leaders expressed their satisfaction with the pre arrival communication.
M20 The complaints procedure is clearly and comprehensively described in handbooks, at induction and through noticeboards. It includes the option of complaint to English UK. All complaints, and action in response, are recorded.

| Publicity | Met |
|--|-----|
| M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met |

| | |
|--|-----|
| M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | 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. The organisation produces two brochures – one for adults and the other for junior summer programmes. Both can be downloaded from the website. A number of social media sites are also used. | |
| All criteria in this section are fully met. | |

Premises and resources

| | |
|---|----------|
| Premises and facilities | Met |
| P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| 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. | Met |
| P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions. | Met |
| Comments | |
| P4 In the main school, students have the use of a large and comfortably furnished lounge area very suitable for relaxation and the consumption of food. | |

| | |
|--|-----|
| Learning resources | Met |
| P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Met |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met |
| P10 Students have access to resources for independent learning, relevant to their learning aims and expectations. | Met |
| P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |
| Comments | |
| All criteria in this section are fully met. | |

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 | Met |
|--|----------|
| T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms. | Met |
| T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff. | Met |
| T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Strength |
| T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs. | Met |
| T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| 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. | Not met |
| T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation. | Met |

Comments

T6 Courses and processes are effectively organised to facilitate continuous enrolment, and the teachers' handbook provides information and practical guidance in this area.

T9 Some teachers at the school had not been observed within the past year and many of the initial observation of new teachers had been carried out by a non TEFLQ academic manager.

| 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 section are fully met.

| Learner management | Area of strength |
|---|------------------|
| 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. | 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 |
|---|
| T16 There are effective procedures for evaluating and monitoring students' progress: tests are systematically conducted with marks recorded electronically. Individual progress is reviewed in tutorials. |
| T17 Online programmes, with input from teachers, help students track their own progress, and individual progress is reviewed and recorded in tutorials. |

Classroom observation record

| | |
|--------------------------------|---|
| Number of teachers seen | 16 |
| Number of observations | 16 |
| Parts of programme(s) observed | General English, exam preparation, business English, and junior vacation. |

| Comments |
|---|
| Neither of the academic managers were scheduled to teach during the week of the inspection. |

| 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. | Met |
| T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson. | Met |
| T25 Lessons include activities for teachers and students to evaluate whether learning is taking place. | Met |
| T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson. | Met |

| Comments |
|---|
| T19 Models of pronunciation were provided for individual words in most lessons. Language used for illustration and explanation was appropriate to the students' level in all lessons. Teachers helped to develop emergent language in many lessons. |
| T20 Lesson plans were provided, which were based on course objectives, syllabus and schemes of work in all lessons. Timings of activities in the lesson plans were realistic. Topics and materials selected were appropriate. |
| T21 There was a clear link between learning outcomes and activities in most lessons. In some lessons learning outcomes were clear, well expressed, made explicit, and checked/reviewed. |
| T22 Teachers generally displayed techniques to present and practise language and to develop skills including, concept checking, elicitation, questioning and nomination. |
| T23 There was competent use of coursebooks, handouts, screens and boards in most lessons. Seating arrangements were controlled, in a few segments. |
| T24 In most lessons teachers monitored students' performance during activities. Teachers corrected students' language in the majority of lessons. On the spot was used and, on occasion, delayed correction. |
| T25 Activities were included to give students opportunities to see how well they could perform against learning outcomes in most lessons. In some lessons reference was made to work covered in previous lessons |
| T26 Teachers demonstrated good rapport with learners in most lessons. The majority of lessons included a balance of interaction. Teachers used opportunities to personalise information, materials and activities. |

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. | Met |
| W6 Students have access to adequate health care provision. | Met |

Comments

W1 A comprehensive emergency action plan is in place supplemented by a number of additional documents detailing how to respond to a range of contingencies. Both staff and students are well briefed.

W2 The welfare and wellbeing of students is central to the ethos of the school. Very good pastoral care is provided through pre-arrival information, onsite inductions and the availability and accessibility of welfare. Students in the focus groups felt very well looked after and all knew who they would go to with any problems.

W3 The school has very clear policies to promote tolerance and respect; these are made known to staff and students through notices, handbooks and relevant inductions.

| | |
|--|----------|
| Accommodation (W7–W18 as applicable) | Met |
| <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. | Not met |
| 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. | 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. | Met |
| W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

W9 Although checks are conducted appropriately for residences, and homestays are visited before they are used, there are a number of accommodation hosts whose Gas Safe certificates are out of date.

W10 Students receive detailed information about the accommodation they have booked through the accommodation confirmation letter. This includes information about the host, bus routes and approximate travel times. Students receive access to additional information about the local area.

| | |
|---|-----|
| <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 sub-section 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. | Not met |
| W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | Met |

Comments

W17 Students do not receive sufficient information, and nothing in writing, about the implications of their living in private rented accommodation and advice in case of difficulties.

| 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. | Strength |
| W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training. | Met |

Comments

W19 Relevant staff give very good advice and help if students want to arrange their own leisure and travel activities. In reception, there is a visual display of a bucket list of activities and places that students can experience during their stay.

W20 The content of social programmes for both adults and juniors is appropriate and takes into account the differing needs of long-stay and short-stay students at different times of the year. There are very clear arrangements for alternative activities during adverse weather conditions.

W21 Leisure programmes are very well organised with lots of detailed briefings given to 'yellow shirts', who are activity staff involved in social programmes, and group leaders. Activity staff work hard to enthuse students about activities and clearly take great pride in their work.

W22 Risk assessments are detailed, and staff sign to state that have they read them before and during activities. They are also briefed to add any comments to documents to ensure that these are dynamic.

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. | Strength |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. | Met |
| S7 There are suitable arrangements for the accommodation of students. | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |

Comments

There were 69 under 18s studying in total on the two sites at the time of the inspection, a number that rises to 321 in the peak week.

S1 The safeguarding policy is thorough and is supported by an abridged version and relevant practical documents, such as notes for group leaders, a safeguarding incident report form and information for staff and hosts.

S4 Safer recruitment measures for staff are followed and good records are maintained; however, there are not two references on file for a number of homestay hosts.

S5 There are very good arrangements in place to ensure the effective supervision and safety of students during scheduled lessons and activities. Well organised check-ins take place throughout the day, and students are closely supervised and monitored by staff, particularly at the junior centre.

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 | 2016 |
| Last full inspection | 2021 |
| Subsequent checks/visits (if applicable) | n/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | Externally validated pre-service ELT training courses |
| Other related accredited schools/centres/affiliates | CES schools in Leeds, London, Oxford and Worthing |
| Other related non-accredited schools/centres/affiliates | CES schools in Dublin, Cork, Toronto and Vancouver |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 2015 |
| Ownership | Name of company: Centre of English Studies Ltd Company number: 3669269 |
| Other accreditation/inspection | N/a |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|---|---|
| Details of any additional sites in use at the time of the inspection but not visited/observed | N/a |
| Details of any additional sites not in use at the time of the inspection | The Arthur Conan Doyle Centre, 25 Palmerston Place, Edinburgh EH12 5AP. Two classrooms from 16/6/25 – 27/6/25 |

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 | 83 | 114 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 46 | 197 |
| Full-time ELT (15+ hours per week) aged under 16 | 23 | 124 |
| Part-time ELT aged 18 years and over | 6 | 2 |
| 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 | 158 | 437 |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 16–78 | 16–78 |

| | | |
|--|---------|---------|
| Adult programmes: typical length of stay | 4 weeks | 4 weeks |
| Adult programmes: predominant nationalities | Italian | Italian |
| Junior programmes: advertised minimum age | 12 | 12 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: typical length of stay | 2 weeks | 2 weeks |
| Junior programmes: predominant nationalities | Italian | Italian |

| Staff profile | At inspection | Estimate at peak |
|--|---------------|------------------|
| Total number of teachers on eligible ELT courses | 16 | 30 |
| Number teaching ELT 20 hours and over a week | 4 | |
| Number teaching ELT under 20 hours a week | 12 | |
| Number of academic managers for eligible ELT courses | 2 | 2 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 10 | |
| Total number of support staff | 7 | |

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 | 1 |
| Total | 2 |

Comments

The academic manager does not normally teach. The assistant director of studies does not teach during the summer and moves back to a teaching role for the rest of the year.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification/profile | 1 |
| TEFLI qualification | 14 |
| 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 | 16 |

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 | 73 | 69 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 8 | 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 | 6 | 0 |
| Staying in privately rented rooms/flats | 2 | 0 |
| | | |
| Overall totals adults/under 18s | 89 | 69 |
| Overall total adults + under 18s | 158 | |