

Organisation name	CES Wimbledon
Inspection date	10–11 May 2022

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 CES Wimbledon in May 2022. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, the inspection report noted a need for improvement in the area of staff management.</p>

## Introduction

The Centre of English Studies (CES), Wimbledon, is one of eight schools in the CES group. Six of these are in the UK with the remaining two in Dublin and Toronto. The group is a privately owned family business with three members of the family overseeing different aspects of the schools' provision.

This compliance-only inspection, which was conducted remotely, took one and a half days. The inspectors held meetings with the principal who is also the acting director of studies (DoS), the accommodation and welfare officer (AWO), and the social programme organiser (SPO). A focus group meeting was held with a group of teachers, and another with a group of students. There were six teachers teaching during the inspection and each was observed once by one inspector. The inspectors were given a virtual tour of the premises. One inspector spoke to two homestay hosts on the phone.

## Address of main site/head office

Nelson House, 271 Kingston Road, London SW19 3NW

## Description of sites observed

The school has sole use of Nelson House, a 1970s three-story building. There are nine classrooms on the top two floors of the building, together with a teachers' room and an office for the director of studies (DoS). On the ground floor, there is a student lounge with a hot and cold drinks machine and a microwave. The reception area is also found on this floor along with an office shared by the principal, welfare and accommodation officer, and social programme organiser. There is also a classroom on this floor, along with a games room which includes a lending library (books & DVDs). There are men's toilets on the ground floor, women's toilets on the first floor, and a staff toilet on the top floor. There is also a large patio area outside the front door with picnic tables.

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 type="checkbox"/>	<input 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 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

Year round, CES Wimbledon offers open-enrolment General English courses, IELTS preparation and one-to-one classes. Cambridge exam classes are also available depending on demand. CES also offers courses for closed groups of young learners as well as adults.

## Management profile

CES Wimbledon is part of the CES groups of schools. The group has schools across the UK as well as in Ireland and Canada. There is a UK operations manager and a financial controller who are both based in the Worthing school. They, along with the principal of the Wimbledon school, all report to the director who is based in Dublin. There is also a registrar for the UK schools, also based in Worthing. The principal has been covering the DoS role in Wimbledon since the previous DoS left in March 2020. From that time, they were supported by a newly appointed assistant DoS until this person left in September 2021. The principal manages the teaching team, the accommodation and welfare officer, as well as the social programme organiser.

## Accommodation profile

The school offers homestay accommodation of two types: Standard, within a 45-minute commute, and Executive, of a higher standard and within a 25-minute walk of the school. In both cases, the catering arrangement is half-board. It also offers residential accommodation in a number of residences in west London. A significant number of students stay with family or in privately rented accommodation.

## Summary of inspection findings

### Management

Overall, the provision meets the section standard. The management of the provision operates to the benefit of the students although there is no DoS and there are several issues with staff management systems. Student administration is friendly and supportive, and publicity provides a mostly realistic impression of the school. There is a need for improvement in *Staff management*.

### Premises and resources

The provision meets the section standard. The premises are in a satisfactory state of repair and cleanliness. Classrooms are suitably appointed. Resources for teaching and learning are varied but not very up to date.

### Teaching and learning

The provision meets the section standard. The academic team has a suitable profile in terms of qualifications and experience. Academic management systems are mostly effective and course design is based on clearly expressed principles. However, course design does not include a systematic focus on study and learning strategies. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care and information are met. The management of the accommodation systems works to the benefit of students. The leisure activities are varied and tailored to meet the needs and interests of the students, and leisure and sports risk assessments are thorough.

### Safeguarding under 18s

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the school and in the leisure programme and accommodation provided. All safeguarding staff have had the appropriate level of training and other staff in the school and homestay hosts have had basic awareness training. Systems for obtaining employee references and police checks for overseas group leaders are not effective. The parental consent form provides good information in all the required areas. All students under 18 are required to provide information on an emergency contact.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not 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.	Not met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

There is a clear mission statement in place and a strategy document which details realistic aims across a number of departments. The company structure is communicated via an organogram, however, the DoS role shown on this document has not been filled for more than two years. The absence of a DoS places a substantial degree of

pressure on the principal to cover both roles, and the teaching team does not always receive the support it requires. Communication is mostly ad hoc and there are no minuted meetings. Teachers in the focus group mentioned that they are not always kept as informed as they would like to be. Feedback systems are mostly suitable. The school's strategy document and action plan demonstrate a commitment to reviewing systems with a view to continuing improvement.

<b>Staff management and development</b>	<b>Need for improvement</b>
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.	Not 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.	Not met
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.	Met

#### **Comments**

Appropriate human resources policies are in place but systems for the recruitment and induction of staff are insufficient. A number of staff files sampled did not include two references and where these were found they did not always indicate the employee's suitability to work with under 18s. Recently recruited staff confirmed that they had received an induction, but there is no written induction procedure, and no records of induction are kept. Appraisal procedures for full-time staff are suitable, but the majority of the teaching team are not on full-time contracts and do not receive any form of appraisal. There is a policy for continuing professional development in place and opportunities for development are growing as the school's situation becomes more stable.

<b>Student administration</b>	<b>Need for improvement</b>
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.	Met
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.	Not 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.	Not met
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**

Feedback from students both on record and in person was very positive regarding the level of customer service they receive, and all felt they had received suitable information about their courses. Enrolment and cancellation procedures are perfectly satisfactory and student records were mostly up to date. However, the list of student contact details first seen was missing the phone numbers of a few students. As there is no minimum requirement for student attendance it was not possible to assess whether or not this policy is applied consistently. Conditions under which a student may be asked to leave are clear as is the complaints policy and procedure.

<b>Publicity</b>	<b>Need for improvement</b>
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.	Not 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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website and a number of digital price lists. The website is considered the main medium of publicity.

The website is attractive and easy to navigate with a well-produced video of the Wimbledon school and the London area. However, the commentary on the video makes a number of claims regarding the refurbishment and facilities of the school which are now out of date. Most of the required information on courses is easily found, but the total number of hours taught per week was not stated for any course. This was addressed during the inspection and is no longer a point to be addressed. Similarly, most of the information on costs is also clearly laid out except that for the cost of course-related exam fees. Details regarding the level of care for under 18s are made clear on the parental consent form, but a number of requirements are missing from the accommodation section, including services provided and the cost of travel. The accommodation information was amended during the inspection and this is no longer a point to be addressed. Descriptions of staff qualifications and claims to accreditation are all satisfactory.

#### Premises and resources

<b>Premises and facilities</b>	Met
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.	Met
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.	Met
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.	Met
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

The premises are in a satisfactory state of repair and cleanliness. Classrooms are varied in size, but all benefit from natural light and are suitably appointed. There is a pleasant lounge area in which students can relax and eat, with free tea and coffee available as well as use of a microwave. There is also a large outside patio area for the warmer months. Drinking water is available in the student lounge and signage is suitable throughout. There is a staffroom for teachers to prepare with a kitchenette attached.

<b>Learning resources</b>	Met
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.	Not 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 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.	Met

### Comments

There is a fair range of teaching and learning resources available, but many are quite old, and teachers did feel that they need updating. As well as a lending library within the school, students also benefit from a virtual learning environment and are given guidance on this upon arrival. A policy for the review of resources is in place, but implementation has been hampered by the pandemic.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	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

The academic profile of both teachers and the acting DoS is entirely suitable, and the team has a range of experience appropriate to the courses offered.

<b>Academic management</b>	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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

Systems for matching teachers to courses and the timetabling of classes are perfectly sensible, and cover arrangements are reasonable. The management of continuous enrolment is effective and daily support for teachers is satisfactory for the current team of experienced teachers. Most teachers had been observed within the last 12 months, but one had missed the 'observation day' and an alternative date had not been arranged.

<b>Course design and implementation</b>	Met
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.	Not 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

Course design is based on clear principles and course outlines are made available to students in the form of weekly plans displayed in classrooms. Although students are encouraged to study independently in tutorials, no evidence was seen that study and learning strategies are included systematically in course design. Courses include strategies to help students develop their language skills outside the classroom.

<b>Learner management</b>	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.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

### Comments

Systems for the placement of students and the monitoring of their progress are effective and students receive appropriate support if they wish to change class. Guidance regarding studying for an English language exam is also provided. Both leaving certificates and reports make claims to attainment that cannot be clearly demonstrated. Information is provided for students wishing to progress to mainstream UK education.

### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

### Comments

Not applicable.

<b>Teaching: classroom observation</b>	Met
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.	Met
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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Not met
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.	Met

### Comments

T23 In all cases, teachers provided clear natural models of English and showed an appropriate knowledge of form and function. In isolated cases, explanations were somewhat complex and left students confused.

T24 In most cases, lesson plans showed good awareness of students' learning needs. In the stronger segments, responding to these needs was observed in the classroom.

T25 Learning outcomes were often expressed as teaching aims. In some cases, they were achieved through a logical sequence of activities. However, in other segments, students were insufficiently prepared for the tasks given.

T26 A range of appropriate teaching techniques was seen in some segments, but in others, these were absent leading to an over dependence on repetitious explanations by the teacher.

T27 Teachers managed the classroom environment well. Board work was clear and well organised and resources, mainly coursebook, were used appropriately.

T28 Feedback to students was mostly appropriate but in isolated examples, on-the-spot feedback interrupted freer speaking activities when delayed feedback would have been more effective.

T29 Learning was evaluated by means of checking stages and production tasks. In the stronger examples, these were very well designed.

T30 In the majority of segments seen, teachers created a dynamic and positive learning environment and, in most cases, students were very engaged with their learning.

### Classroom observation summary

The teaching ranged from good to unsatisfactory with the majority being satisfactory against the criteria. Teachers provided mostly good models of language, but the staging of lessons was not effective in a number of cases. Feedback techniques were mostly satisfactory and some good examples of evaluating learning were seen. Teachers created an environment conducive to learning in the majority of cases. The teaching observed met the requirements of the Scheme.

### 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.	Met
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	
Safety and security are well ensured by a variety of measures. These include clear safety information in all areas, fire drills and comprehensive provision of first aiders. Risk assessments are in place. There is a crisis management plan which details a number of different scenarios; relevant elements of this plan are made known to students. A range of measures are undertaken to make students aware of pastoral care. A 24-hour emergency number is communicated to students; the number of staff who respond to calls is currently being increased. Information about welfare provision is included in the post-arrival induction and in the student handbook which also includes very full and pertinent information about life in the UK; it also advises students to take out health insurance and gives advice about accessing NHS services. This requires updating in view of recent changes in accessing advice from GPs.	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	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.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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

At the time of the inspection, there were 28 students staying in 'Standard' homestays and two in an 'Executive' homestay. Homestays are visited at least once every two years and they are all required to re-register annually. Safety provisions such as gas certificates and fire risk assessments are confirmed during the re-registration process. One student was in residential accommodation and 19 were staying with family or in other private accommodation. Two homestays, one of each type, were contacted. The facilities and arrangements described are more than adequate and communication with and, if necessary, support from the school are good.

#### Accommodation: homestay only

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 subsection are fully met.

#### Accommodation: other

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

W21 Very full advice is given for students who wish to rent private sector accommodation.

#### Leisure opportunities

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

An expanding social programme is offered; activities are well-planned with full risk assessments that are updated. Students in the focus group were very happy with the opportunities provided for them. Ratios of staff to students are more than satisfactory.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	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

There were relatively few under 18s in the school at the time of the inspection; one 17 year-old in an adult class. The school does not admit students aged under 16 except in closed groups. It has a very comprehensive safeguarding policy with a head designated safeguarding person (DSP) and two deputy DSPs. All staff are suitably trained, with regular updating. The recruitment policy states that reference requests for applicants include a request for information about the applicant's suitability to work with under 18s but this information was not always included on references submitted to the school and there are not always two references for each applicant. All staff and homestay hosts are DBS checked and certificates for the former are renewed every three years or included in the update scheme, but the requirement that group leaders from overseas appointed by an agency must be checked by the agency in their own country was not always met. The parental consent form provides good information on the level of supervision for under 18s both on and off the premises. It also includes necessary contact details and asks about the contact's level of English and for an alternative contact if no English is spoken.

#### 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	1997
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
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	N/a
Other related accredited schools/centres/affiliates	CES Worthing, CES Leeds, CES Oxford, CES Edinburgh
Other related non-accredited schools/centres/affiliates	CES Dublin, CES Toronto

#### Private sector

Date of foundation	1997 (Wimbledon), 1979 (Ireland)
Ownership	Name of company: Centre of English Studies Ltd Company number: 3669269
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)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	45	100
Full-time ELT (15+ hours per week) aged 16–17 years	1	50
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>47</b>	<b>150</b>
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	22–28	16–17
Adult programmes: typical length of stay	4–12 weeks	2–4 weeks
Adult programmes: predominant nationalities	Thai, German, Swiss, Japanese	Italian, Japanese, Spanish, Swiss, Turkish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	15
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0

Total	1
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The principal was covering the DoS role at the time of the inspection and has been doing so since the beginning of March 2020.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
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	29	1
Private home	0	0
Home tuition	0	0
Residential	1	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	0
Staying in privately rented rooms/flats	16	0
Overall totals adults/under 18s	46	1
Overall total adults + under 18s	47	