

Organisation name	Centre of English Studies London (Wimbledon)
Inspection date	11–12 April 2017

Section standard	Met	Not met
<b>Management:</b> The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resources and environment:</b> The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Teaching and learning:</b> Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in W16 and C6 have been addressed. The next inspection should take place closer to the peak period.

### Summary statement

The British Council inspected and accredited Centre of English Studies, London (Wimbledon) in April 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general and professional English for adults (16+), for closed groups of adults (16+) and under 18s (12+), and vacation courses for adults (16+).

Strengths were noted in the areas of staff management, student administration, academic management, course design, teaching and care of students.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1997
Last full inspection	2013
Subsequent spot check (if applicable)	January 2017
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 Edinburgh, Harrogate, Leeds, Oxford, Worthing
Other related non-accredited schools/centres/affiliates	CES Taiwan

## Private sector

Date of foundation	1997 (Wimbledon) 1979 (Ireland)
Ownership	Name of company: Centre of English Language Studies Ltd. Company number: 3669269
Other accreditation/inspection	N/a

## Premises profile

Address of main site	Nelson House, 271 Kingston Road, London SW19 3NW
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	Wimbledon College of Art, Merton Hall Road, London SW19 3QA Normally used in summer: approx. 6–8 rooms
Profile of sites visited	<p>The main school site is Nelson House, a 1970s three-story building occupied by CES Wimbledon since 2006. 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 vending machines, tables and chairs, the reception area and an office shared by the principal, welfare and accommodation officer, and social programme organiser. There is also a computer room with ten computers and a self-study room with a selection of DVDs and graded readers. There are toilets on each floor.</p> <p>In 2016 the school started using additional rooms in Wimbledon College of Art during the summer. This site is a five-minute walk from the main school and offers six to eight rooms depending on demand. Each is appropriately equipped and furnished. CES students are able to use the student canteen.</p>

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate age on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	16	100
Full-time ELT (15+ hours per week) aged 16–17 years	9	100
Full-time ELT (15+ hours per week) aged under 16	2	30
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
<b>Overall total</b> ELT/ESOL students shown above	<b>27</b>	<b>230</b>
<b>Advertised</b> minimum age	16	16
<b>Actual</b> minimum age	15	12
<b>Advertised</b> maximum age	N/a	N/a
<b>Actual</b> maximum age	N/a	N/a
Typical age range	16–25	16–24
Typical length of stay	2–12 weeks	2–4 weeks
Predominant nationalities	Thai, Turkish, Saudi Arabian	Chinese, Taiwanese, Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	20	40

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	20
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT 10–19 hours a week	4	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	2	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
<b>Total</b>	1

#### Comments

The principal, who is also TEFLQ, is not included in these figures as he does not have academic management responsibilities. The DoS had no teaching responsibilities during the week of the inspection.

#### **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
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/ESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
<b>Total</b>	6

## Comments

The DoS, who is TEFLQ, is not included in these figures as he does not currently have a teaching timetable.

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The majority of the provision is general English for adults (16+). Students take standard (15 hours per week) or intensive (22 hours per week) courses or combine a standard course with one-to-one classes to focus on specific needs. Exam preparation courses for IELTS also run throughout the year. Courses for other exams are offered but have not been taken up. One teacher development course took place during 2016.

Younger students (12+) are accepted as part of a closed group and are not placed in the general English classes. Students aged 16+ arriving in a closed group are integrated into the general English provision where appropriate.

At the time of the inspection there were students from a group from Thailand, the majority of whom had been integrated into the general English classes, but two, who were 15 years old, were being taught separately.

## Accommodation profile

### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	9	11
Private home	0	0
Home tuition	0	0
Residential	4	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0
<b>Overall totals adults/under 18s</b>	16	11
<b>Overall total adults + under 18s</b>	27	

## Introduction

The Centre of English Studies, London (CES Wimbledon), is one of six schools in the CES group, the newest being CES Edinburgh and CES Harrogate. CES Wimbledon became part of the group in 2005/6. The group is a privately owned family business with three members of the family overseeing different aspects of the schools' provision.

The majority of students at CES Wimbledon (about 80 per cent) are recruited through agents. Some come in closed groups, but most are integrated into classes of different nationalities. The great majority of students take general English classes in the mornings, with some also supplementing these with classes in the afternoons. Most students are adults (18+) with approximately 30 per cent of students being under 18.

The inspection lasted two days. Interviews were held with the principal, the director of studies (DoS), the administrator, the accommodation and welfare officer, the social programme organiser and a group leader. Focus group meetings were held with the teachers and with two separate groups of students; adults and under 18s. The six teachers were each observed once and one inspector visited two homestay providers and a private home. The other inspector visited Wimbledon College of Art, the site now being used at busy times. The final round-up meeting was attended by the CES UK operations manager, as well as the principal and the DoS of CES Wimbledon.

## Management

### Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 There is a clear organogram, which shows the lines of responsibility within the school and across the whole organisation. Cover arrangements are very good, with management and administrative staff able to deputise for each other and call on assistance from colleagues in other CES schools when necessary. Staff in administrative and management roles are given paid time to observe and shadow colleagues.

M3 Job descriptions are clear and thorough. All refer to the safeguarding personnel and a copy of the safeguarding policy is given to all staff.

M4 Teachers said that communication within the school and across the organisation had been insufficient. However, with the appointment of the new DoS (the third in 13 months), teachers were noticing an improvement. There are good systems in place, with both vertical and horizontal channels of communication within CES Wimbledon and across the CES organisation with regular, minuted meetings involving all departments, including monthly teachers' meetings or workshops.

M5 There is a clear and thorough recruitment policy and the employee and teacher handbooks give appropriate information on all aspects of working for the organisation.

M7 A clear and simple induction policy ensures that staff are prepared for their roles. All staff are given an employee handbook and are asked to read all the appropriate policies and sign to say that they have done so. Opportunities to shadow staff are provided, some of which are paid, and there are email or video link contacts with counterparts in other CES schools. The recently appointed DoS testified to the efficacy of the systems in place.

M8 All staff have a three-month probation period during which their performance is monitored both formally and informally. Appraisals are annual for all staff, including the principal. Documentation is clear and the procedure explained well in the teacher handbook, but not in the employee handbook. Feedback from observations or students is logged on staff files and informs the appraisal interview.

M9 There is a very clear professional development policy, explained in the relevant policy, the teacher handbook and the Curriculum document (a document containing detailed information about many issues, including the curriculum). Administrative staff are included in the policy, but the majority of the information is directed towards teachers. Financial support is available for all staff to upgrade their qualifications and this is discussed in appraisal meetings. Teachers have been part funded on diploma courses and administrative staff funded to undertake child protection, safeguarding, first aid and Prevent training.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M10 Administrative staff are courteous and friendly and know the students by name. The reception area is accessible, being located at the entrance to the building in the open-plan student lounge. Cover arrangements are very good, with the office staff all able to cover for each other.

M11 There is a limited range of courses on offer, which makes course choice easier to handle. Students are given clear and useful information about their language programmes in the student and pre-arrival handbooks. Regular online tutorials and specific needs-analysis sessions help teachers plan courses relevant to students' needs.

M12 Enrolment procedures are clear and well organised. Extra staff are used on busier enrolment days. Policies for cancellation and refunds are explained clearly on the price list, and additional flexibility is offered at the discretion of the administrator and principal.

M14 The student attendance policy is clear and differentiated for younger learners. Students read the policy and sign to say that they have done so, but this is done on arrival, before they have had it explained at their induction meeting.

M15 The policy for expulsion is thorough and explained in student and teacher handbooks but some of the language is difficult for students to understand.

### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 CES senior management actively seek information from a variety of sources in order to inform development. CES schools belong to a number of professional organisations and use the inspections offered to drive improvement across all the CES schools. Feedback from students and staff, together with information from observations, is fed into meetings, with action discussed and agreed.

M18 Feedback from students is collected at the end of the first week and on departure. There are also bi-annual student focus group meetings. Results are analysed and there was evidence of action having been taken as a result. Policies and procedures for dealing with feedback about teachers are explained clearly in the teacher handbook.

M19 There is an exit questionnaire for staff, but no form or mechanism for collecting feedback from staff on a regular basis.

M20 The complaints policy is clear and accessible. A complaints log records action taken.

## Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Publicity comprises a website and brochure, both of which are designed for the whole CES group. Different forms of social media are also used.

M21 The brochure in particular is clear and accessible, with good use made of icons and simple text.

M22 In general, publicity gives rise to realistic expectations, with clear information and good use of photos.

However, it is difficult to substantiate some of the claims made in the general introduction (e.g. 'We are one of the most respected English language schools in Europe.' 'Staff ... have an international reputation for their professionalism, friendliness and the attention they pay each and every student.'). Also, although staff refer to the school as CES Wimbledon, it is called CES London in the publicity, which may lead students to expect a central London location.

M24 Information about the courses is simple, but clear and easy to find. However, the minimum age is stated as 16, whereas the school accepts students of 12, if they are in a closed group.

M26 A general section on accommodation gives simple, appropriate information. The distinction between homestays and private homes was not clear, but this was added during the inspection.

## Management summary

The provision meets the section standard and exceeds it in some respects. Most aspects of staff management are clear and thorough. Student administration is friendly and efficient. Quality assurance is central to the organisation and procedures are thorough, but weaknesses were noted in gathering staff feedback. Publicity is generally clear and accurate with some weaknesses. *Staff management* and *Student administration* are areas of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

R1 There is sufficient space for staff and students at quieter times of the year, and extra rooms are leased in nearby premises at busy times. The additional site (Wimbledon School of Art) offers a comfortable, lively environment for students.

R2 The main school building is in a good state of repair, with bright, light classrooms and well-maintained communal areas, including the outside patio and garden area.

R3 The classrooms accommodate the advertised maximum of 14 with difficulty. This is recognised and a variety of

desks and conference chairs is used to make best use of the available space. In some classrooms it is difficult for teachers to monitor students working or to reorganise seating arrangements. However, this did not prevent teachers from doing so and good use was made of the available space. (See T27.) Rooms at the Wimbledon School of Art vary in size, with some being very large.

R4 The student lounge provides a suitable environment for student relaxation. There are vending machines for drinks and snacks as well as a water dispenser and a microwave. Food can be purchased from a number of nearby shops and cafes. An outdoor patio and garden area provides additional seating space. The canteen at the Wimbledon School of Art serves teas, coffees, snacks and meals and is popular with students.

R5 Room signage is clear and easy to follow and noticeboards are used to display relevant information. However, in some areas (e.g. toilets and reception), the large number of notices displayed makes it difficult to access the relevant information.

R6 The staffroom is small, but has adequate space for staff at quiet times of the year. At busier times, when the extra premises are hired, staff use the facilities at the other site. Teachers use empty classrooms for lesson preparation.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments

R7 There is a range of appropriate learning materials for students, all of which are detailed in the Curriculum document. Students on standard English courses buy their coursebooks, while those in closed groups hire second-hand copies, which they are then able to buy if they choose to do so.

R8 A well-organised range of coursebooks is available to teachers, as well as resource packs, supplementary materials and photocopiable resources. The photocopier is conveniently located outside the staffroom, and photocopies are appropriately attributed. Teachers are also able to share materials across the CES online platform. Teachers said their resources were very good.

R9 Four classrooms have televisions that can be linked to laptops, two have digital projectors. There is also a set of tablet computers that teachers can borrow for lessons and online tutorials. Teachers reported frustration with the reliability of the educational technology. A technician is called in when management judge there to be sufficient problems to merit this; he was in the school at the time of the inspection.

R10 The school has a self-study room furnished with a central table and chairs, where students can work quietly on their own. The room has a range of DVDs and books that students may borrow on payment of a deposit. There is also a separate computer room with ten computers. Students are told about these facilities at their induction, but signage does not make it clear when students may use these rooms or withdraw books or DVDs.

R11 A notice gives students some suggestions for appropriate internet sites and teachers direct students to relevant sections of the organisation's e-learning resources. There is a weekly drop-in session for students, run by a teacher, where information and advice about self-study is offered.

### Resources and environment summary

The provision meets the section standard. Although some classrooms have limited space, they are used well. The additional site also offers an appropriate learning environment for students and staff. The teaching and learning resources are well organised and support the studies of students.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T4 The newly appointed DoS is TEFLQ. He has limited experience as an academic manager but is receiving a good level of support from both managers and teachers.

#### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T6 Teachers are paired to deliver the morning general English classes. This gives teachers and students greater variety and allows less-experienced teachers to be paired with those with more experience. When allocating classes, consideration is given to teacher preference, but also to extending teachers' skills.

T7 Classes are appropriately timetabled to account for class and room size. Teachers are given some paid time on the first Monday of a course to plan the week's lessons, taking into account the needs of the new cohort of students. There is a timetabled 'student choice' lesson once a week.

T8 Cover arrangements are good. Procedures are explained in the Curriculum document and teacher handbook. There is a large pool of suitably qualified cover teachers and the DoS, social programme organiser and principal are also able to cover in emergencies.

T9 Students arrive on Mondays and are placed in classes after the morning break. Students and teachers are well aware of the process of continuous enrolment and teachers have developed strategies for dealing with this. New guidelines were written during the inspection.

T10 There are monthly in-service teaching workshops on a range of relevant subjects, chosen in response to feedback from observations or inspections. The DoS's office is next to the staff room, enabling regular informal support and advice.

T11 Teachers are formally observed twice a year, with additional, documented, shorter 'buzz' observations. Peer observations are popular with teachers, but have not taken place in the last year. Feedback from observations informs in-service development sessions, and forms part of the annual appraisals. Teachers reported finding observation useful and developmental.

#### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 There is a simple but clear statement of principles communicated to teachers through the Curriculum document and to students through publicity and the pre-arrival handbook. Courses use published coursebooks as a framework, with teachers encouraged to supplement these, taking into consideration students' needs and interests.

T13 Courses are formally reviewed annually across the CES organisation at a CES DoSs' meeting. Feedback from both staff and students is taken into account and new courses are sometimes piloted ahead of the meeting.

T14 Weekly plans are explained in the teacher handbook and the Curriculum document, where an example is given. The DoS monitors these and ensures that they are posted in each classroom by the Tuesday morning after

enrolment.

T15 A detailed list of suggested learner-autonomy activities has been added to the Curriculum document in response to suggestions from a previous inspection. There was evidence that teachers use this list to inform their weekly teaching plans.

T16 Lesson plans for closed groups closely integrate the teaching syllabus and the social programme. The link between the language learned in the classroom and developing language skills outside the classroom was not always evident in other courses.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 Students are given a placement test on arrival, which includes short written and oral elements. At quieter times of the year it is less easy to place students in classes of a homogenous level.

T18 Students are given weekly tests and monthly online tutorials that focus on academic progress, and offer suggestions for independent learning. Recent problems with technology have meant that it has not always been easy for teachers to conduct the tutorials.

T21 All students are given academic reports as well as certificates, irrespective of their length of study. Guidelines for report writing are included in the teacher handbook, and the DoS offers informal support where necessary.

T22 The principal, DoS or administrator offer advice about mainstream UK education when requested.

### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, IELTS preparation, closed group of two students aged 15.

#### Comments

None.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 All teachers demonstrated a sound knowledge of English language systems together with a confident and competent approach to phonology. Language modelled was accurate and showed a good understanding of differences between written and spoken items.

T24 Lesson plans contained good learner profiles, even for very recently arrived students. Teachers clearly

understood the social as well as linguistic needs of their students and planned tasks accordingly. Younger students were given age-appropriate activities, while professional adults had more serious tasks.

T25 Weekly lesson plans were displayed in each room. Lesson aims were written up on the whiteboard in all lessons. In the better segments, these were referred to and reinforced.

T26 A wide range of appropriate and sometimes imaginative teaching techniques was observed, which met the needs of individuals and the group. These included pairwork, groupwork, jigsaw reading, matching exercises, games, role play and controlled oral practice.

T27 Some classrooms are small but teachers had taken this into account when planning activities and re-arranged the furniture as necessary. The whiteboard was used effectively in all classes observed, with the lesson aims, grammar and vocabulary written up clearly and with a purposeful use of colour.

T28 In the better segments there was very good feedback to students, with individual, peer and delayed correction.

T29 In the better segments, students were referred back to homework or previous lessons, and activities were well staged to show progression from one activity to another.

T30 There was a good learning atmosphere in all classes observed. The language used was generally appropriate to the level of the students, although in a few instances it was too difficult for the students to follow easily.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority of lesson segments being judged good or very good. Knowledge of linguistic systems was sound and lesson plans showed good awareness of students' needs. Teaching techniques were varied and appropriate, whiteboards were used well and feedback was often confident and timely. There was a positive learning atmosphere in all lessons observed.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and there are mechanisms in place to ensure they receive adequate support and guidance. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Teaching* are areas of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

### Comments

W1 There is appropriate provision for the safety and security of students on school premises. There are up-to-date risk assessments for Nelson House and for Wimbledon College of Art. Access to the building is overseen; visitors sign in and out; there is CCTV; new students sign off an induction checklist which includes the fire evacuation procedure.

W2 Students receive a good level of pastoral care which takes into account their ages and cultural backgrounds. The Host handbook covers a range of welfare issues, from homesickness and culture shock to language and religion. Special provision is available for students with mobility and visual impairments, and information about religious needs and places of worship. Information is available about external agencies and how to contact them.

W3 The accommodation and welfare officer is the person responsible for dealing with any personal problems students may have. She is identified as such in pre-arrival and post-arrival handbooks, at induction and on a photoboard in reception, and is easily accessible. There are several suitable spaces for private interviews nearby.

W4 There are policies and procedures in various documents and on notices dealing with abusive behaviour by students or staff. However, in various places the language is unnecessarily lengthy and difficult for less advanced students to understand. Staff have been provided with training on recognising behaviour that may lead to

radicalisation.

W7 Students are given a good level of appropriate practical advice on the local area and about living and studying in the UK. This is provided in a pre-arrival handbook and at their induction talk from the accommodation and welfare officer, which is supported by induction information sheets and group and individual student handbooks.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school offers homestay, private home and residential accommodation. One inspector visited two homestays and a private home. The residential accommodation is in student residences, usually booked through a registered agency. None were visited. The school also uses two guest houses, mainly for group leaders, which it inspects regularly.

### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 The required services and facilities are specified in the comprehensive Host handbook and in hosts' induction and re-registration packs.

W12 From records sampled, the accommodation register appears accurate and up to date. It includes records of visits and revisits. Hosts are required to show or send copies of Gas Safe certificates every year. They are also given guidance on conducting fire risk assessments, and have to sign that they have done so. Completed fire risk assessments are not routinely collected.

### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W16 The school sometimes accommodates under 18s in what it describes as private homes. The school website and other documents erroneously state that 'Private home accommodation is not suitable for under-16s'. Scheme guidance states that private home accommodation is not suitable for under 18s. This requirement is not made clear in the school's *Homestay Host Handbook* or in publicity.

### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
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None.

**Accommodation: other**

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments
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W24 The school has produced a practical and comprehensive document, 'Advice for students in private accommodation'.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments
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W26 The school offers a good range of free and paid for social, cultural and sporting activities activities. The social programme organiser visits classes on Mondays, publicising the programme, which is also available on the website and on a noticeboard where students can sign up. There are weekend trips arranged by a student travel company, and the social programme organiser publicises events in London that he thinks will interest the students.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are met. The accommodation provided is generally suitable and its management works to the benefit of the students. However, publicity needs to make clear that private home accommodation is unsuitable for students aged under 18. *Care of students* is an area of strength.

**Care of under 18s**

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments
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At inspection there was one under 18 enrolled on an adult (16+) course. A similarly small number enrol throughout the year rising to about ten in the summer. There was also a group of ten Thai 15–17 year-olds on a four-week course at the time of the inspection. They were accompanied by a group leader.

C1 There is an up-to-date safeguarding policy and two named designated safeguarding persons (DSPs)

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responsible for implementing it, assisted by three suitably trained assistants (ADSPs).

C2 The policy is given to staff and contractors and a simplified policy given to homestay hosts and group leaders. All staff have training and complete an online basic awareness course. One of the DSPs presents the policy to homestay hosts and also directs them to online training. The two DSPs have specialist level training and the three ADSPs have advanced training.

C3 Although the website accurately describes the level of care and support, the information is not easy to find: it appears in the school policies area. There is no similar description in the brochure.

C4 All staff, homestay hosts and adult members of their families have suitability checks. Group leaders are required to provide evidence of suitability, for instance appropriate police checks.

C5 Under 18s are required to sign in and out of school. At the time of the inspection, two of the group from Thailand were aged 15 so they were being taught in a separate class while the other members of the group were integrated into adult classes.

C6 Rules for under 18s are explained at student inductions and are set out in student handbooks for individuals and groups. These include curfew times. However, parents and guardians are required to complete a consent form which offers them the option of giving their child permission to travel unsupervised to central London, or even abroad, without examples being given of the potential risks involved.

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### **Care of under 18s summary**

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The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided.

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