BRITISH COUNCIL

Inspection report

Organisation name	CES Wimbledon, London and **CES Junior school, King's College School, Wimbledon Common, London SW19 4TT**
Inspection date	19–20 April 2026 and **28 July 2026**

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation **with a spot check next summer focusing on: Course design and implementation, Learner management, W1, and S3**.

Summary statement

The British Council inspected and accredited CES Wimbledon in April 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

The inspection report noted a need for improvement in the areas of **course design** and **learner management.**

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

Introduction

The Centre of English Studies (CES), Wimbledon, is one of nine schools in the CES group. Five of these are in the UK with the remaining four in Dublin and Cork in Ireland and Toronto and Vancouver in Canada. The group is a privately owned family business with three members of the family overseeing different aspects of the schools' provision. The academic manager, previously a teacher at the school, took up her post in January 2026.

The inspectors held meetings with the principal, the academic manager (AM) and senior teacher, the accommodation and welfare officer (AWO), and the social programme organiser (SPO). Separate focus group meetings were held with some open enrolment students, some closed group students, and the group leaders. The five teachers and the senior teacher were all observed once. One inspector spoke to three homestay hosts and had a virtual tour of each of their homes.

At the supplementary inspection, the inspectors held meetings with the main school principal, the centre manager (CM), and the senior teacher. As the SPO was on leave the principal was covering his position. One inspector visited the residence and experienced the site transfers to the cafeteria and then on to KCS. Separate focus group meetings were held with students, teachers and group leaders. The five teachers were all observed.

Students follow a general English course of 15 hours per week plus excursions and leisure activities of approximately 15 hours depending on the respective group programmes agreed. The junior summer school programme only operates at KCS for a three-week period with juniors attending summer courses at Nelson house main school before and after that time in July and August.

Address of main site/head office

271 Kingston Road, London SW19 3NW

Description of sites visited/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 are two rooms off the lounge currently used as a break room and a self-study room (with a lending library for books and DVDs), but they can also be used as classrooms. 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 and a disabled access ramp via the student lounge door.

King's College school (KCS) is an independent day school for students aged 7–18 years. CES facilities are based in Q building where the school has use of up to 16 classrooms across two corridors, and a course office. The centre manager, senior teacher and teachers are based here along with the hardcopy resources and photocopier. At the morning break time the school has use of 'the yard ', an outdoor, partially covered courtyard area. There is also an adjacent indoor space with seating. Seething Hall is a Kingston university accommodation residence; breakfast and dinner are provided in the cafeteria at the Kingson university Penryn campus, a ten-minute coach journey away.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☒	☐	☐
General ELT for juniors (under 18)	☒	☒	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

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. Closed group courses of Under 18s are available throughout the year. On occasion, ages permitting, some of the closed group students are integrated with the open-enrolment general English courses. A junior summer school for groups is run in additional premises approximately one mile for the main school.

During the summer period CES Wimbledon offers junior courses for students aged 14–17 years starting in the last week of June. For a three-week period in July, they use the KCS. Outside this period junior course run alongside adult courses at the Nelson house main school.

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 chief finance officer who are both based in the Leeds and Worthing schools respectively. They, along with the principal of the Wimbledon school, all report to the director who is based in Dublin. Student registration is handled by the Worthing centre. On a day-to-day basis the Wimbledon school is managed by the principal who line manages the academic manager, the administrator, the accommodation and welfare officer and the social programme organiser. The academic manager reports to the principal but she is also supported the UK senior DoS based in Worthing. Teachers report to the academic manager, and they have additional support from the senior teacher.

KCS is run on a day-to-day basis by the centre manager; he manages the activity leaders and reports to the principal. He is supported by a senior teacher who line manages the teachers. Additional senior staff from the adult school including the principal, the academic manager and the social programme organiser work across the sites.

Accommodation profile

The school has its own homestay hosts in the local area numbering approximately 170. Three of these hosts were visited virtually during the inspection. Hosts located within 25 minutes' walk from the school are categorised as premium homestay and are slightly more expensive. CES also offers residential accommodation for adults in Zone 1 during the year, but no adults were staying at the residences during the inspection.

Seething residence is part of Kingston University. It provides single ensuite rooms, grouped in corridors of five or six rooms. Each corridor/apartment has a communal kitchen area available for the students. Laundry facilities are also available onsite. There is some outdoor space but there are no sports and activity facilities.

Summary of inspection findings

Management

Overall, the provision meets the section standard. The management of the provision operates to the benefit of the students. Student administration is friendly and supportive, and publicity provides a realistic impression of the school.

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 sufficient **at the main school but are inadequate at KCS. Premises risk assessments for the main school and junior venues require some attention (P1).**

Teaching and learning

Overall, 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 for general English students is clear. However, course design for **junior summer courses** and closed groups lacks coherence and **was** not tailored to the student profile. Learner management does not meet the needs of the mixed student profiles. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design* and *Learner management.*

Welfare and student services

The provision meets the section standard. Students are well cared for and receive comprehensive information and advice on life in the UK. Accommodation systems **for homestay** are effective, and hosts provide a very good level of care and receive excellent support from the school. **Residential accommodation is mostly satisfactory.** Leisure activities are appropriate to the age and type of student and are well organised.

Safeguarding under 18s

The provision meets the section standard. The school has an effective safeguarding policy that is known to staff and students. Parental consent (S3) requires some attention. Safer recruitment processes are in place, and students are appropriately supervised and in suitable accommodation.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue with the volume of photocopying in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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	
M2 There are objectives for the wider organisation as a whole but there is limited reference to the Wimbledon school in particular. **M5 Feedback systems in general are satisfactory, but there is no initial feedback mechanism for the under18s in residential accommodation.**	

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
All criteria in this area are fully met.	

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
All criteria in this area are fully met.	

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
The website is the main source of information and covers the whole CES operation. There are multiple, downloadable, documents including: price lists fees, brochures and programme documents. Agents and schools also have access to hardcopy versions of some of these. There is a social media presence on a number of channels. All criteria in this area are fully met. **M23 The publicity states the age group at KCS is for 14 to 17 year-olds. Records showed that more than 10 students aged 18 and 19, and five 12 and 13 years-olds had been enrolled on previous weeks at KCS (W/c 13 and W/c 20 July). In the week of the inspection there were two 12 year-olds, four 13 year-olds and one 18 year-old.**	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Not met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 Full records of routine checks of, for example, fire and electricity are maintained for the main premises. However, the risk assessment for the main school building and entrance from a main Wimbledon street does not make reference to the security of the building or grounds. There is open access to the building and the garden, used by adults and under 18s. **Risk assessments of the three premises used for the junior summer programme are mostly satisfactory. The supervision arrangements at pick up and drop off were acceptable, but references to the challenges are not included on the risk assessments.** **P4 Arrangements at the main school were satisfactory, but there is no dedicated space for students to eat their packed lunches at KSC.**	

Learning resources	Need for improvement
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not 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.	Not met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 The learning resources at the main school are satisfactory. Arrangements at KCS were unsatisfactory, with very limited published resources available and teachers entirely dependent on photocopies of books. **P8 Although the provision of resources at the main school is satisfactory, teachers at the junior centre do not have access to laptops, projectors or large screens, so cannot use the digital components of the course book material which is the main source of the syllabus. A photocopier is available but there are no photocopiable resources and teachers cannot print their own materials.** **P9 Educational technology at the main school is satisfactory but there is no provision at KCS.** **P10 N/a at KCS.**	

Teaching and learning

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

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T4 Teacher pairings and room allocations are very effectively managed to ensure staff balance and good utilisation of the classrooms that vary in size. T6 **At the main school** open enrolment students follow a coursebook which mostly meets their needs. However, short stay students from the group courses are often placed in these classes so they can experience a multi-lingual learning environment. There is insufficient guidance for teachers on how to accommodate the changing weekly	

composition of classes. See T11 below. **At KCS, teachers in the focus group reported that there was insufficient information about juniors transferring from another CES centre, and no guidance on handling mixed-ability classes.**

Course design and implementation	Need for improvement
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met

Comments

T11 There is no clear rationale for the content of the short stay courses or the mixed groups.
There is some written guidance for the adult students but the programme design for the short, mostly one-week closed group courses were not meaningfully tailored to the learning context or the student profile needs. Feedback from staff and students in focus groups and from group leader written feedback confirmed the inspectors' findings. **Similarly at KCS, the findings on the junior, mixed nationality, summer course was not appropriate to the context.**
T14 Aspects of the weekly plans for adult classes were satisfactory but short course outlines lacked relevance and linguistic purpose and were not referred to in class. **No weekly course outlines for students are prepared or available for KSC junior courses.**

Learner management	Need for improvement
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Not met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T15 A placement test is completed before student arrival, but the resulting groups revealed some mixed ability groups. The composition of classes was not homogenous. Group leaders and the inspectors noted a wide range of abilities in some instances. **The situation at KSC was the same. Several classes also had students of mixed ages from 12 to 17 and 13 to 17 years of age.**
T16 Two-weekly test results are recorded on the CES online system but changes to the class groups and variations within the schemes of work/ syllabus mean there is a lack of coherence in student progress. Final evaluations are not relevant to course length and objectives.

Classroom observation record

Number of teachers seen	**10**
Number of observations	**11**
Parts of programme(s) observed	all

Comments

The observations included the **ten** teachers working at the time of the inspection and the senior teacher.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met

T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
T19 The majority of teachers provided clear, accurate models of language and displayed a sound knowledge of language systems. T20 Lesson content reflected the themes identified in the course objectives but did not always take into account the differing students' needs and backgrounds. Timings of activities were realistic in the majority of lessons. On occasion teachers showed good knowledge of their students' strengths and weaknesses, but in most classes, there was little or no effective differentiation. T21 Intended learning outcomes were shared with students. The staging of lessons was logical and helpful in the vast majority of cases. T22 A range of teaching techniques was observed, including nomination, clear instruction giving, effective elicitation prompting, and concept checking. In the weaker segments, opportunities to check understanding of both concepts and instructions were missed and monitoring was not always effective. In stronger segments, teachers monitored from a distance, and this was more productive with regards to feedback on performance. T23 The classroom environment was generally well managed and technology, when it was used, was effective. Materials were mostly well presented but there was a high incidence of photocopied resources so students' records were not easily organised coherently. T24 In most segments observed, students were monitored and given on the spot feedback. In stronger segments, teachers monitored effectively and delayed feedback was a useful feature of the lesson. T25 All lesson plans contained a review section at the end of the lesson as well as checking and production stages that preceded this. T26 The vast majority of teachers promoted a very positive learning atmosphere with good delivery, pace and encouragement. Where teachers were less directly involved in the interaction, the atmosphere was more dynamic and student-student interaction was prioritised.	

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W1 Arrangements at the main school are satisfactory but activity leaders at KCS were unaware of the aspects of the emergency plan that related to them. **W4 Although group leaders and students have the emergency phone number on their group leader and student cards, they were unaware of when they could or should use it.**	

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met

W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W7 The **main school homestay** accommodation seen was of a high standard and student feedback was consistently positive, as were comments from the students in the focus group. The hosts visited spoke highly of the support provided by the school and of the frequent and helpful communication from the AWO. **Residential accommodation at the junior Seething Wells residence was mostly satisfactory. Staff, students and group leaders reported that temperatures on the upper floors were unbearable, with insufficient ventilation, despite some fans being supplied.** W9 Regular spot checks are carried out, and the database contains comprehensive information on the host, the home, and previous student feedback to aid placement. There is an effective process in place to identify when visits are due and when documentation needs updating. W10 All students receive a Pre-Arrival Pack that includes personalised information about their host, travel to and from school, and comprehensive information to manage their expectations of homestay. Students receive a pen portrait of their host family and information about the local area as well as of the wider London experience. W11 Overall this criterion is met. **Mechanisms and records for homestay accommodation are very thorough and effective. However, for the junior residence there was no evidence of initial feedback and no records of action taken.**	

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

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The relevant criterion in this sub-section is fully met.	

Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	

W19 Comprehensive information is provided in the student handbook and there is a social activity board in the common room detailing activities. The social programme organiser encourages students to participate is able to respond to specific requests including assisting students to plan their own visits and to make reservations.
W21 Excursions are well-prepared, and there are maps and interesting handouts for students. Microsites have also been developed for each excursion which students, staff and group leaders can access for further information.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of inspection **of the main school** there were 25 students aged 14 to 18. All were part of a group from one school. Five of these students were aged 18 but operating as under 18s in terms of safeguarding rules. They were placed in the adult group for their classes but were, at all other times, regarded as part of the junior closed group. All 25 were in homestay accommodation.
At the time of the supplementary inspection of the junior programme there were 56 students aged under 18 and one 18 year-old. All 57 students were accommodated in the Seething Hall residence.

S3 Although next of kin details are available, there is insufficient detail on the parental consent documentation. The supervision details on documentation and in relation to curfews only refers to students in homestay accommodation.

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 Sampling identified the following issue: a reliance on photocopied materials; the school should seek further advice from the relevant regulatory body.

Organisation profile

Inspection history	Dates/details
First inspection	1997
Last full inspection	2022 (remote)
Subsequent checks/visits (if applicable)	None
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	CES Worthing, Oxford, Edinburgh and Leeds
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1997
Ownership	Name of company: Centre of English Studies 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/observed	**Nelson House, 271 Kingston Road, London SW19 3NW**
Details of any additional sites not in use at the time of the inspection	**N/a**

Student profile	At inspection Nelson House	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection **(KCS)**	July
Full-time ELT (15+ hours per week) 18 years and over	19 **(1)**	100 **(8)**
Full-time ELT (15+ hours per week) aged 16–17 years	25 **(28)**	100 **(95)**
Full-time ELT (15+ hours per week) aged under 16	N/a **(28)**	50 **(127)**
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**44 (57)**	**250 (230)**
Adult programmes: advertised minimum age	16	16 **(N/a)**
Adult programmes: typical age range	18–25	16–20 **(N/a)**
Adult programmes: typical length of stay	4 to 12 weeks	2 to 4 weeks **(N/a)**
Adult programmes: predominant nationalities	Omani, Turkish	Turkish, Russian, Taiwanese, Italian
Junior programmes: advertised minimum age	12 **(14)**	12 **(14)**
Junior programmes: advertised maximum age	17 **(17)**	17 **(17)**
Junior programmes: typical length of stay	1 week **(2 weeks)**	1 to 2 weeks (**2 weeks)**
Junior programmes: predominant nationalities	Slovak **(Turkish, Chilean, Mexican, Russian)**	Turkish, Russian **(Turkish, Chilean, Mexican, Russian)**

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	5 **(5)**	22 **(16)**
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	3
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 and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2
Comments	
The senior teacher was teaching 10 hours in the week of the inspection, but the academic manager was not teaching. **The academic manager and senior teacher had no timetabled hours but were available for cover if needed.**	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	3 **(5)**
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	5
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	11	25 **(0)**
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a **(1)**	N/a **(56)**
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying in own home, with own family or in privately rented rooms/flats	8	
Overall totals adults/under 18s	19 **(1)**	25 **(56)**
Overall total adults + under 18s	44 **(57)**	