

Organisation name	East London Community College
Inspection date	17–18 December 2024

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.	N/a

Recommendation
We recommend accreditation for an initial period of one year, with a spot check in the first 12 months to determine whether accreditation should be extended beyond this period.

Summary statement
<p>The British Council inspected and accredited East London Community College in December 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English and ESOL to adults (18+).</p> <p>Strengths were noted in the area of strategic and quality management.</p> <p>The inspection report noted a need for improvement in the areas of publicity, learning resources and academic staff profile.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

East London Community College (ELCC) was founded in March 2016, and is located in Whitechapel, East London. Courses are predominantly for students aged 18 to 65 studying general English or ESOL. Students are recruited from overseas and locally through agent and direct bookings. The school does not cater for under 18s and does not offer any leisure programme or accommodation to students.

The inspection took place over one and a half days and was conducted by two inspectors. Meetings were held with the centre manager, school's advisor, director of studies (DoS), head of administration, head of marketing, academic administrator and head of training (HOT). The three teachers timetabled during the week of the inspection were each observed twice, and focus group meetings were held with teachers and students.

Address of main site/head office

149 Commercial Road, London E1 1PX

Description of sites visited/observed

The school is situated on the first and second floors of a building on Commercial Road in East London. The premises have a dedicated street entrance. The first floor houses the reception area, six classrooms, two toilets and a staff kitchen. The second floor contains a further two classrooms, management and administration offices, a staff room and a student library, as well as two additional toilets. All classrooms and spaces within the building are furnished, and all classrooms in use have whiteboards. The school building is sublet to a tuition centre for children in the evenings.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English lessons to adults of ten hours per week. In addition, the school runs ESOL classes to adults of ten hours per week. Lessons are held on Monday to Friday mornings and afternoons. Students enrol for a minimum of 16 weeks, and usually spend approximately 26 weeks studying at the school.

Management profile

The centre manager has overall management of all aspects of the school. On a day-to-day basis, the DoS and HOT manage the academic programme, and the head of administration manages the non-academic operations of the school. There is also an advisor who works with the management team to offer support in operational and strategic matters.

Accommodation profile

No accommodation is offered.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values. The structure of the organisation is well established, and communication is very good, as are the mechanisms for monitoring and reviewing performance. Student administration is carried out effectively. Publicity does not accurately represent the

school, and the language used in it is not consistently accurate or accessible. *Strategic and quality management* is an area of strength. There is a need for improvement in *Publicity*.

Premises and resources

Overall, the provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. The range of learning resources available is not sufficient for the needs of the students, and guidance on the use of resources is inadequate. There is a need for improvement in *Learning resources*.

Teaching and learning

The provision meets the section standard. The academic staff team does not have a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive good support, and overall, courses are managed to meet the needs of the students. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic staff profile*.

Welfare and student services

The provision meets the section standard. The needs of the students for pastoral care and information are met. Students benefit from well managed student services.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M3 The structure of the organisation is clearly understood by staff. Staffing levels are generous, and there are very good arrangements in place for cover and support.

M4 Communication takes place through a number of channels, including daily informal check-ins and regular minuted formal meetings. Staff feel very well informed and engaged.

M5 Feedback procedures are comprehensive and accessible to learners. Return rates for feedback are very high, and the provider records and reviews it in order to improve services.

M6 Staff feedback is collected regularly, and appropriate action is taken and recorded. Staff commented very positively about their opportunities to feed back and contribute to the development of the organisation.

M7 There is a comprehensive and regular quality review cycle in place incorporating multiple sources of reference including staff and student feedback, reports from accrediting organisations, and enrolment, retention and progression data.

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.	Not 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

M10 While there are clear policies and procedures in place for the recruitment and selection of staff, some files are incomplete, missing evidence of previous employment and signed and dated qualifications.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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.	Not 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

M14 All staff receive training to ensure that student satisfaction levels are high. Students consistently feed back that all staff are helpful and approachable.

M17 Some students' files do not include next of kin or emergency contact details.

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

Comments

The school's main source of publicity is its website. There is also a prospectus which is shared with international students and their representatives.

M21 The website advertises a number of programmes which are not run, including online and blended courses.
M22 There are several inaccuracies in the language used on the website. In addition, the language used is too complex to be accessible to readers at level B1 of the *Common European Framework of Reference*.

M27 Teachers are described as highly qualified, which is not reflective of the staff profile.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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	
All the criteria in the above area are fully met.	

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.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Not met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met
Comments	
P7 Course materials for students are insufficient in quantity or structure. Classes are dependent on unco-ordinated photocopies for students, and there is no system for the filing or recording of the copies. P8 There are insufficient reference materials and supplementary resources for teachers. P10 There are insufficient independent learning resources available to meet course objectives and students' needs. P11 There is no policy in place for the review and development of resources.	

Teaching and learning

Academic staff profile	Need for improvement
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	
Overall, the academic staff team has a professional profile (qualifications and experience) that is not appropriate to the school's context. There was no member of the academic management team with the required level of qualifications, although both have a good level of relevant experience appropriate to the context of the courses being run. One teacher does not have suitable qualifications or experience. The recruitment and support policy is not sufficiently well devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Met

T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	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.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T8 Teaching staff are supported on a day-to-day basis by the DOS and HOT who hold daily check-in meetings with staff and are able to provide appropriate guidance and support.

T9 While there are comprehensive records of teacher observations, they have not been carried out by a TEFLQ academic manager.

T10 The HOT leads CPD sessions for staff which are relevant to the course context and the needs of teachers.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

All criteria in this section are met.

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

Comments

T17 There are effective systems in place for identifying learning needs. Each class has a learning support assistant who works with the teacher to ensure that students can access the curriculum and meet the learning outcomes.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	ESOL skills for life & general English

Comments

All three teachers were observed twice, once by each inspector.

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

T20 The topics and materials selected were appropriate. The planned learning engagements demonstrated a good awareness of students' backgrounds and needs.

T21 Aims were shared with students at the start of all classes observed. However, they were stated as teaching activities rather than student outcomes and were expressed in language which was too complex for students to understand.

T22 In general, the techniques employed were appropriate to the course context. There was confident use of concept questions, elicitation and nomination, mime and role play.

T23 Teachers made competent use of learning resources. The whiteboard and interactive board were both used to good effect, and students were managed and grouped effectively.

T24 In general, teachers monitored students' performance during activities and provided useful feedback. There was effective use of praise and a variety of correction techniques including delayed peer feedback.

T25 In all classes, the activities were relevant to the focus of the class. Teachers provided opportunities for students to demonstrate their ability to use recently learned language, and the revision and recycling of language featured in classes.

T26 Teachers involved all students in classes, and managed activities effectively. There were good levels of engagement and personalisation.

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.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W1 The emergency plan lacks sufficient detail and is not made known to all staff or students.

W2 There is good provision for pastoral care at the school and this is clearly a priority for all staff. Several members of the team have responsibilities in this area and have undergone training in various aspects of welfare. Students commented on the helpfulness and availability of all staff if they had problems or needed advice and support.

W3 The school has good policies to promote diversity, tolerance and respect which are highlighted on the website, included in student handbooks, and feature in course design documents. The anti-bullying policy is clearly explained and the consequences of inappropriate behaviour outlined.

W6 There is a good provision of first-aid trained staff. Information on health care is widely available and there are arrangements to accompany students to off-site facilities whenever necessary.

Accommodation (W7–W18 as applicable)	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

No accommodation is offered.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	N/a
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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W21 Any leisure programmes are well organised and sufficiently resourced.	N/a
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a

Comments

W19 No leisure programme is advertised or offered but the school provides information and links to tourist information in pre-arrival information for students. Staff offer suggestions for activities in the local area once students are enrolled on the course and in the first-day orientation session.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2024
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	10 March 2016
Ownership	Name of company: East London Community College Limited Company number: 10055649
Other accreditation/inspection	ASIC

Premises profile

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

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	March
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	40	80
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	40	80
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–65	18–65
Adult programmes: typical length of stay	26–50 weeks	26–50 weeks
Adult programmes: predominant nationalities	Bangladeshi and Indian	Bangladeshi and Indian

Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
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	0
Academic managers without TEFLQ qualification or three years' relevant experience	2
Total	2
Comments	
Neither of the academic managers hold a TEFLQ qualification. The DOS is QTS and the HOT holds a level 5 diploma in ESOL. The HOT teaches ten hours per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	1
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	2
Total	3
Comments	
One teacher does not have a teaching qualification and there was insufficient evidence to demonstrate that the ESOL qualification held by the HOT meets Scheme requirements for TEFLI.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		

Staying with own family	36	N/a
Staying in privately rented rooms/flats	4	N/a
Overall totals adults/under 18s	40	0
Overall total adults + under 18s	40	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in M17 and W1 have been addressed, along with information on the actions being taken to address T1-T3 and T9.