

Organisation name	EC London
Inspection date	18–22 September 2017

Section standard	Met	Not met
Management: 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"/>
Resources and environment: 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"/>
Teaching and learning: 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"/>
Welfare and student services: 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.

Summary statement

The British Council inspected and accredited EC London in September 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 for details).

This private language school offers courses in general English for adults (16+) and for adults (30+), and for closed groups of adults (16+).

Strengths were noted in the areas of student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	October 2009
Last full inspection	October 2013
Subsequent spot check (if applicable)	July 2014
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	EC English schools in Brighton, Bristol, Cambridge, Manchester and Oxford; EC Young Learners.
Other related non-accredited schools/centres/affiliates	Schools in the US, Canada, Malta, Ireland and South Africa; a blended learning online course.

Private sector

Date of foundation	1984
Ownership	Name of company: EC English London Ltd Company number: 03482623
Other accreditation/inspection	ISI

Premises profile

Address of main site	3 rd Floor, Euston House, 24 Eversholt Street, London NW1 1AD
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	N/a
Profile of sites visited	<p>The school occupies the whole of the third floor of Euston House, a building of nine storeys, next to Euston Station in central London. The building has a foyer with a reception desk which is staffed 24 hours per day; there are four lifts. On the third floor, the accommodation used by EC is arranged in a square around a central open space. There are two programmes: EC London and EC London 30+. EC London 30+ occupies one side of the square and is divided from the rest of the premises by double glass doors.</p> <p>There are 22 classrooms; a central reception area with soft seating and a second reception within the 30+ student lounge; a library and 30+ study area; a student common room; offices for the managers and administration staff; a teachers' room which includes a kitchen area. At peak season, up to four additional classrooms are rented on different floors of Euston House.</p>

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	420 (EC London 218 EC London 30+ 202)	562 (EC London 272 EC London 30+ 290)
Full-time ELT (15+ hours per week) aged 16–17 years	8	31
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a

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	428	593
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–60	16–60
Adult programmes: typical length of stay	1–24 weeks	1–24 weeks
Adult programmes: predominant nationalities	Italian, Brazilian, Spanish French, Swiss, German, Turkish, Japanese, South Korean, Taiwanese, Russian, Saudi	Italian, Brazilian, Spanish French, Swiss, German, Turkish, Japanese, South Korean, Taiwanese, Russian, Saudi
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	174	163

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	39	65
Number teaching ELT 20 hours and over a week	27	
Number teaching ELT 10–19 hours a week	9	
Number teaching ELT under 10 hours a week	3	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	4

Comments

Year-round there is a director of studies (DoS) and two assistant directors of studies (ADoSs), one for EC London and one for EC London 30+. From June until the end of September, a senior teacher was deployed to assist the academic managers, particularly with setting up the exams courses and providing cover for teachers when needed. None of the academic managers were scheduled to teach on the standard timetable. However, the senior teacher taught a cover period during the week of the inspection and the DoS was observed teaching a 'first day lesson' to a group of new students.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	12
TEFLI qualification	27
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	39
Comments	
None.	

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 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"/>	<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 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

Students aged 16+ can take part in courses at EC London; those aged over 30 can choose to study at EC London 30+. At the time of the inspection there were approximately equal numbers in the two halves of the school. The majority of courses run are general English courses, which can include preparation for externally validated examination courses and IELTS. A significant number of general English students are long-stay; they are known as AY (academic year) students. All students attend a minimum 15 hours of lessons a week, with either three mornings or three afternoons of core English lessons, and either two mornings or two afternoons of skills lessons. Students following an intensive course attend an additional seven and a half hours of special focus classes, held in the middle of the day, where they can choose from a range of topics: for example, English in the city, English for work, Get talking, World of words. Occasionally, students take additional one-to-one lessons. One closed group of students from Austria was held in the previous 12 months.

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	65	4
Private home	N/a	N/a
Home tuition	N/a	N/a

Residential	95	N/a
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	39	N/a
Arranged by student/family/guardian		
Staying with own family	0	4
Staying in privately rented rooms/flats	221	N/a
Overall totals adults/under 18s		
	420	8
Overall total adults + under 18s		428

Introduction

EC London is part of an international chain which has 20 language schools in six countries. Its first school opened in Malta in 1991, where it still has its operational headquarters. This inspection is part of an inspection of all six UK EC schools and of the UK head office in London.

The inspection lasted five days. The inspectors had meetings with the centre director (CD), the DoS, the two ADoSs and the senior teacher; the student services manager (SSM), the accommodation co-ordinator, three of the student service co-ordinators (one was on leave) and the academic co-ordinator. Inspectors also talked to the three interns. Focus group meetings were held with teachers and three focus group meetings were held with students – representing EC London, EC London 30+ and under 18s. All teachers timetabled during the inspection week were observed and one inspector visited two residences.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 checked="" 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 The management structure is very clear, both at the UK level, with an organogram showing how the school personnel relate to the overall structure of the organisation, and within the school, with an organogram and up-to-date posters displaying photographs and roles of all staff. Staff with particular responsibility for the 30+ programme are clearly identified. Evidence of continuity planning was seen in the way in which the ADoSs had been prepared to take on the role of the DoS who started his paternity leave during the week of the inspection.

M3 Job descriptions describe reporting lines, roles and responsibilities clearly.

M4 Communications, both within the school and within the EC organisation as a whole, are very good indeed. Regular scheduled meetings take place with members of the organisation's central management team, the CDs and the academic managers. Within the school, there are excellent informal channels of communication and regular minuted meetings. Accurate information exchange is enabled by the organisation's online platforms, including the virtual learning environment (VLE), which is called EC Online, the student management system, and the online document storage database.

M5 There are comprehensive procedures, checklists and templates for each stage of the recruitment process. HR policies for all staff are appropriate and easy to access. Staff value the provision for career progression and the flexible, family-friendly policies. However, because the recruitment policy which requires at least two references before deployment is not fully implemented (see M6) this criterion is not met overall.

M6 Steps had been taken to investigate the ELT qualifications of staff; copies of Level 6 qualifications and ELT certificates were on file. However, there was little evidence to support the rationales of those teachers without a Level 6 qualification; copies of any post-school qualifications were lacking. In addition, although the policy is for two references to be asked for and followed up, there was little evidence that two external references had actually been obtained for all staff, even for recently recruited members of staff.

M7 There is a very thorough induction policy, with detailed checklists and programmes, for administration and teaching staff; information is included in the *Staff Handbook* and is available online. New teachers can observe classes before being deployed and, wherever possible, they are timetabled to teach with a more experienced member of staff. Promoted staff are given a thorough grounding in their new role, and continued support.

M8 There is a probationary period, linked to the induction or handover programme, and new teachers are observed in the first two weeks. Appraisals are annual for all permanent administration and management staff, with reviews at around six months to check on the achievement of objectives and to review general performance. Teachers' appraisals are linked to observations (see T11). Appraisals inform suggestions for continuing professional development (CPD) for individual members of staff and for more general CPD programmes in the organisation and in each school. There are policies and procedures for handling unsatisfactory performance.

M9 CPD opportunities are available for all staff. The training and development includes opportunities to attend external workshops and conferences, and support for those wishing to further their qualifications. There are individual training and development plans for each member of staff and they are encouraged to keep an up-to-date portfolio of CPD undertaken. All staff have received Prevent and safeguarding training, some have first aid training, and management training is organised for DoSs and CDs.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The SSM's office is part of the main reception area; student services co-ordinators and interns work at the main reception and at the 30+ reception. The team is welcoming and helpful and cover arrangements are good. The in-house data management systems ensure that staff can retrieve information about students very easily.

M11 Information about course choice is chiefly provided by agents before students arrive. However, there are also some direct enquiries which are handled well by London staff. Long-stay students are advised through tutorials.

M12 Enrolment, cancellation and refunding is carried out by the EC sales department, which is based in Malta, with an office in Toronto to deal with enquiries from Latin America.

M13 Student records are kept on a company-wide database, which is accessible remotely. These records are transferred from the sales office to the school automatically, where they can be added to and updated. Student records sampled contained the required information, including emergency contact details. There is also a field so that local emergency contacts can be added. Particular attention is paid to the students aged under 18.

M14 The student code of conduct, explained during the first day 'welcome' and displayed on each classroom noticeboard, makes the policies on attendance and punctuality very clear. An efficient system of warning letters and meetings for students whose attendance falls below 80 per cent usually results in improvement. Students aged under 18 have to sign in daily at the school reception on arrival and any non-attendance is followed up immediately.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The underlying ethos of the organisation is one of review and improvement and this was evident at this school, in all aspects of the provision. The school undergoes an annual internal audit, carried out by members of central staff in conjunction with the London staff.

M18 Students are invited to complete online feedback in their first week, every four weeks thereafter and in their final week. Students are asked to expand on any score below a certain level in a face-to-face meeting and follow-up notes are kept. All survey scores are collated, summarised and fed into school plans and individual staff plans. Regular student focus groups on specific areas of the school's operation are held with student representatives (known as ambassadors).

M19 Staff complete an annual staff engagement survey, which is analysed and summarised. The results are made available to the CD and to relevant members of staff. Teachers reported that, within the school, their views were listened to and taken into account.

M20 The complaints policy is on the website and, in the form of a flowchart, on noticeboards. There is ample evidence that any problems and complaints are drawn to the attention of the appropriate member(s) of staff, followed up as appropriate, and that all stages and any action taken are recorded. A detailed incident log is kept of anything which may lead to a more formal complaint.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" 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

The school's publicity materials comprise a company website with dedicated EC London pages, including a London 30+ page, a printed brochure and fees booklet. There is also a four-page booklet, for both EC London and EC London 30+, which is made available to direct enquirers. Social media is also used.

M21 The information presented on the website and in the brochures is clear and generally accurate, although there are some typos and grammatical errors in the 2017 brochure. The English is accessible to non-native speakers and generally easy to find on the website (although see M24, below). The website is available in English plus seven other languages; a sample of two languages revealed text very close to the English version. The brochure is available in English plus nine languages.

M22 The publicity gives rise to realistic expectations, with accurate descriptions of facilities, courses, accommodation, social programme and staff. Photographs are captioned. The description of the premises is accurate, with the exception that the café described in the 2017 brochure has recently closed. It is no longer included on the website or in the brochure for 2018 so this is not a point to be addressed.

M23 Courses in relation to levels and progression are well described. There is a sample timetable, but the labels for the different types of lessons ('core', 'targeted', 'specific', 'integrated', 'electives' and 'special focus') are not used consistently.

M24 All the necessary information is available. The zig-zag system is clearly described in the brochure but the information is not so easy to find on the website. In the brochure, the non-teaching days are on the individual school price lists. On the website, when an enquiry for a course at particular dates is entered, it flags up when the school is closed.

M26 There are clear descriptions of all accommodation types. Icons are used to indicate facilities and services. A registered accommodation agency is used. It mentions in the brochure and on the website that 'EC may use carefully selected partners to house students with suitable homestay providers'. Towels are not provided in one of the residences; this was indicated by not including them in the icons rather than by pointing this out explicitly; the information was added to the website during the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and in accordance with its publicity. Staff induction, appraisal and CPD opportunities are of a high standard. However, more attention needs to be paid to the implementation of recruitment procedures. Student administration is handled with care and efficiency. Quality assurance is carried out thoroughly. *Student administration and Quality assurance* 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Classrooms, offices, common rooms and reception areas are spacious and provide a very comfortable environment for students and staff.

R2 The premises are fitted out to a very high standard. They are in an excellent state of decoration, repair and cleanliness.

R3 The classrooms are adequate in number, suitably furnished, and can accommodate the maximum class sizes: 14 for EC London, 12 for EC London 30+. All have natural light, and glass walls on the corridor sides. There is air conditioning throughout the building, and all rooms are free from extraneous noise. Additional classrooms of the same standard are available within the building at busy times of the year.

R4 There is a spacious main reception area with comfortable seating. A large student lounge has comfortable seating and tables where students can eat their lunch; there is a snacks vending machine and cooled drinking water. Within the lounge there is a large television screen and six computers for students use. The reception area for EC London 30+ is combined with an appropriately furnished lounge for the exclusive use of 30+ students. There is a good range of food outlets in the immediate locality.

R5 Signage in the school is excellent, with attractively presented up-to-date information and well-organised noticeboards in classrooms and common areas.

R6 The staff room is of sufficient size for the number of teachers and is secure, with access by keypad code. There are sufficient workplaces, access to computers and photocopying facilities, individual storage lockers for each teacher and a kitchen area.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Both print and online materials are appropriate for the course types taught and sufficient in number for the students enrolled in the school. All students have coursebooks and workbooks included at no additional charge. Print materials are up to date and well organised. The online materials available on the in-house student learning platform (EC Online) are exceptional both in their variety and in the way that they can be tailored to individual students' learning needs and styles.

R8 There is a good range of print materials for teachers and they are regularly updated. The online materials for teachers are extensive and up-to-date. Teachers also create their own materials which can be stored and shared within EC Online. Digital coursebook materials are available for interactive whiteboard (IWB) use. Facilities for the production and reproduction of materials are good.

R9 All classrooms are equipped with IWBs, and teachers have received training in their use. There are an adequate number of computers both for student and teacher use. Wi-Fi is available throughout the school. Technical support is provided by EC's IT team.

R10 The library contains a reasonable selection of readers, DVDs, grammar and reference books and is a pleasant and quiet study space. There is a separate study area for the 30+ students. EC Online provides an excellent self-access facility which students can access from the time of enrolment until three months after the end of their course.

R12 There is an EC-wide team tasked with product development and EC Online resources are regularly reviewed, supplemented and improved, both at a global and local level. Paper-based resources are purchased for the London school as requested by academic managers and teachers.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources support and enhance the students' studies; the online student learning platform provides an excellent resource for students and teachers. The school premises provide a professional environment for staff and a comfortable learning environment for students. *Premises and facilities* and *Learning resources* are areas of strength.

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 checked="" 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

T1 Five teachers do not have Level 6 qualifications. Rationales were provided and accepted within the context of the inspection. Four had undertaken some post-school training. The rationale for the fifth teacher was accepted because of a relevant background in music and languages. However, the rationale was only accepted within the context of the inspection: he is regularly monitored and attends in-house training sessions.

T4 All members of the academic management team are TEFLQ and have several years of relevant experience.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are allocated to courses and levels on the basis of their experience and preferences but it is seen very much as part of teachers' CPD that they try new levels and types of course. New teachers are paired with more experienced teachers.

T7 The zig-zag (or double-banking) programme, where students either have three morning and two afternoon classes a week or two morning and three afternoon classes a week, enables efficient use of the space and resources (including human resources) in the school. All students, on either 'bank', can opt to enrol on the special focus lessons which are held in the middle of the day.

T8 The zig-zag system means that teachers are not teaching at all times of day and can be called on to provide cover. EC Online enables cover teachers to access the absent teacher's programme for the week very easily and absent teachers can quickly convey notes on their classes to the cover teacher. Every effort is made to ensure students have a cover teacher who already teaches some lessons on their programme. Academic management staff are also available to cover for unplanned absence.

T9 New students have an introductory session on EC's teaching methods and the course programme. Teachers do not, therefore, have to spend time integrating new students into the classes. Coursebooks are used on a non-linear basis, with a particular week's unit sometimes preceding the previous week's unit. The emphasis is on covering the language and skills as noted in the course descriptors over a 12-week period, so new students can start at any point in the cycle. Course maps ensure regular recycling of language points and help students understand the process.

T10 Guidance and support is provided by means of the teachers' appraisal/review programme and the extensive CPD opportunities provided by the organisation (see M9). On a day-to-day basis, teachers reported that they receive excellent help from peers and from the academic managers: for example, in the use of resources and lesson planning and in handling particular groups or individual students.

T11 All teachers are regularly observed by the DoS or an ADoS. The five types of observation, initial, formal, drop-in, reactive and peer, practised in the school are all developmental and are linked to student feedback, appraisals and teachers' personal objectives, and the CPD programme. Teachers reported that they found the feedback received helpful. On the rare occasions when it is necessary, a performance improvement plan is drawn up for any teacher whose performance is below standard.

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 type="checkbox"/>	

Comments

T12 The stated principle behind the EC course design, as described in the academic curriculum statement, is that of a communicative approach based around skills. The EC syllabus is linked to the Common European Framework (CEFR) performance indicators (level descriptors), and lists the skills and language students must attain, usually within 12 weeks, in order to pass to the next level. For the core lessons (held on Monday, Wednesday and Friday) these descriptors are mapped onto the coursebooks used at the different levels. For the skills lessons (held on Tuesday and Thursday), teachers are given guidance about how to deliver the CEFR outcomes, with suggestions for lesson planning and resources. The special focus classes each have a separate syllabus and set of resources.

T13 The course design undergoes regular review and development: for example, last year, teachers were involved in a project to identify and then pilot a new coursebook. All schools are involved in an annual curriculum review.

T14 Student-friendly level descriptors are available on EC Online and by means of a printed sheet to go with each coursebook. Teacher-written course plans for the coming week are posted on EC Online. These then become records of work so course descriptions can be viewed by students both prospectively and retrospectively.

T15 The introductory lesson for new students – 'How we learn', introduces the topic of study and learning strategies and students complete a questionnaire about how they learn English. Tutorials include guidance on study skills and students are recommended strategies and materials that will allow them to continue learning after their course.

Students can continue to use EC Online for three months after they leave the school.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Approximately 50 per cent of students take the online placement test before arrival. The rest take it on their first day and all students have a speaking and writing assessment. Students also complete a short 'needs analysis'. The starting level is linked to the CEFR, and performance in the placement test can be compared with the test taken in the students' final week.

T18 The system of tests and tutorials is thorough: there are weekly assessments of students' speaking skills, motivation, participation and homework. Student progress is assessed more formally every six weeks, by means of a proficiency test. Tests are taken and marked via EC Online; the programme provides feedback on strengths and weaknesses, and sets follow-up tasks. Following the test there is also a face-to-face tutorial when objectives can be set and further activities recommended. All students have a first week tutorial and are invited to attend an exit tutorial in their final week. Their exit test involves taking the same test as the placement test and scores are compared. Test scores and tutorial notes are available on EC Online. Any students not making progress after 12 weeks (when they would normally go up a level) are given additional support.

T19 Information on examinations is given at induction, and is available in the student handbook and on the website. The school provides a student handbook for each public examination and advice about preparation and entry. Barrier tests are used.

T20 To be eligible to move up to the next level, there are requirements in terms of level and attainment. The pass mark in the test is stated as 80 per cent, but if a student has between 70–79 per cent they can be moved to the next level based on the teacher's recommendation and the students' marks for participation, motivation and completed homework. The criteria are easily accessible to staff and students.

T22 An external consultant visits the school every two weeks to give information and advice on entering mainstream UK education.

Classroom observation record

Number of teachers seen	40
Number of observations	40
Parts of programme(s) observed	All

Comments

The observations included the scheduled first day lesson given by the DoS, but not the cover lesson taught by the senior teacher.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 There was good evidence of teachers' knowledge of grammatical, lexical and phonological systems: for example, focus on collocation and register; appropriate use of phonemes and metalanguage. But, in a minority of segments observed, some non-standard/inaccurate language was modelled: for example, inaccurate pronunciation

of some sounds, omission of articles, words spelled inaccurately on the board.

T24 The content of lessons met the needs and interests of the students, as described in student profiles. The topics chosen were appropriate with relevant and sufficiently challenging texts provided. Some, but not all, plans included strategies for dealing with differentiation.

T25 Aims, outcomes and activities were appropriate and noted on the board at the start of the lesson. The lessons of all but a small minority were well staged and coherent, and timing was generally good. Reference was often made to earlier lessons and a review at the end of the lesson was planned.

T26 A good range of appropriate techniques was observed: for example, use of warmers while students were arriving; good illustration of meaning; efficient concept checking. Ways of involving students were consistently employed and there were plenty of opportunities for oral practice, with students able to take long turns.

T27 Teachers made good use of the space in the classroom, corridors and student lounge to enable movement. Excellent use was made of the IWB to illustrate and check understanding and of audio and video clips to add interesting content. Boardwork was neat and orderly.

T28 There was effective and active monitoring of pair and group work, with some good examples of delayed feedback. Some good work on pronunciation was observed but there were missed opportunities: for example, only a minority of teachers marked word stress on vocabulary items put on the board.

T29 Meaningful tasks were set to evaluate competence: for example, giving presentations. Techniques for checking understanding before moving on were efficiently employed. The reflection stage at the end of the lesson helped students evaluate their own learning.

T30 The atmosphere in all classes was positive and purposeful; students were engaged and participating well. Varied interaction patterns were observed; pair and group work and mingling activities were used appropriately. Teachers had good presence and inspired confidence. They used nomination well to include and encourage students and there was a high degree of personalisation.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to just below standard, with the majority of lesson segments being good or better. Knowledge of the linguistic systems of English was generally sound although some inaccurate models of language were presented; lesson content was appropriate for the needs and cultural backgrounds of the students, and led to relevant outcomes. Techniques were varied and appropriate and students were fully engaged. Students generally received appropriate feedback. Teachers' sensitivity to students' needs resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given very good support to ensure their teaching meets the needs of their students. Programmes of learning are very well managed. The VLE provides academic guidance and resources for teachers and students and efficient systems for testing and for monitoring progress. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 There are very good systems to ensure the safety and security of students on the premises; these include 24-hour security at the entrance, a keypad for the secondary entrance, CCTV and clearly identified fire exits. Staff wear

photo identity lanyards; visitors are required to sign in and to wear an identifying lanyard. A detailed risk assessment of the premises has been conducted and is regularly updated. Fire alarm tests take place every week; fire evacuation drills take place every six months. Fire drills and fire alarm tests are also carried out at the residences. All drills and tests are logged. There is a detailed crisis management procedure in place accompanied by a thorough training presentation for all key staff.

W2 The school provides high levels of pastoral care with all staff taking responsibility for the students' well-being. The SSM, the accommodation co-ordinator and the team of four student services co-ordinators are all very proactive in their pastoral role and have received appropriate training. Student welfare is discussed at regular meetings and is carefully explained at induction and welcome meetings. There is special provision for the care of students aged under 18, including a signing-in system, identification on registers and active monitoring. A room is available for prayer as needed.

W3 The CD, the DoS and the SSM are identified at the welcome talk and in notices (with their photographs) around the school as having special responsibility for the welfare and safeguarding of all students. In practice, students reported that they can approach any member of staff.

W4 The school ethos puts emphasis on mutual respect of all in the school. There are sound policies relating to harassment and bullying and the school has an appropriate Prevent policy. These policies are made available to students in a very accessible manner, in the student handbook and via well-worded posters.

W5 All students are given the 24-hour emergency number in advance of their arrival and again at the welcome meeting. Students at the focus group meeting for under-18s confirmed that they were instructed to enter the emergency number into their phones.

W7 Information and advice about the items in this criterion is given at the welcome meeting, on the website, in handbooks and via EC Online. All relevant information is included, with the exception of procedures to follow in the case of arrest by the police. There is a separate version of the mini-guide for the 30+ students. There is also an *Information for Young Adults* guide specifically for the students aged 16 and 17.

W8 Information is given about the students' rights regarding medical and dental treatment through the NHS, and the availability of local services. Students are also encouraged to seek help from EC staff if they wish to consult a medical or dental practitioner.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers three types of accommodation: residences, shared houses and homestay. The school uses an agency registered with the British Council for all its homestay provision and for its shared houses. All the residence accommodation is located within a 40-minute journey time from the school. All homestay accommodation is within a 60-minute journey time of the school. The school reported that the accommodation agency fully understands the different requirements of the 30+ students and allocates suitable accommodation.

One inspector visited two of the three residences offered and met the residence managers. The inspector also spoke by telephone with the person at the agency responsible for liaising with the school. The communication systems between the agency and the school were demonstrated by the accommodation co-ordinator at the school. Both of the residences visited were of a very high standard. In the first residence, students are accommodated in single ensuite studios with individual kitchen facilities. In the second residence students are accommodated either in single ensuite studios or in flats of six or seven ensuite rooms with a shared kitchen/common room. In both residences the communal areas are extensive and include lounges, outside courtyards, a gym, study areas and a laundrette. There is a good internet connection throughout both residences. The residence managers organise events and activities and encourage the students to socialise together.

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 type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Bed linen is changed once a week. Students in the residences are told to bring their own towels, although the

residences will provide them if necessary.

W13 The accommodation agency and the accommodation co-ordinator at EC London work very closely together on bookings. The agency sends the booking confirmations to the school, where they are updated and personalised before being sent to the student. A spreadsheet of allocated and unallocated bookings is exchanged with the agency once or twice a week, ensuring that both the agency and the school are aware of the status of bookings. The confirmation of the bookings for homestays includes information about the type of accommodation, location, details about the means of transport, approximate time of the journey, and an indication of the cost of travel.

W14 The accommodation co-ordinator is introduced to students on arrival or at the welcome meeting. She checks initial student satisfaction through an arrival survey. Any problems on arrival at the accommodation will already have been identified through the emergency log, which is routed through the EC head office, and are responded to immediately. In the case of homestay and shared houses, this will be in conjunction with the accommodation agency. Monitoring of homestay continues throughout the student's stay and includes a monthly or two-monthly report sent by EC to the agency, which, in addition to recording any action taken, identifies hosts who EC would prefer not to use in the future.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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

None.

Accommodation: residential

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

Comments

W22 The residences are cleaned once a week. This includes all communal areas, the kitchens and student rooms.
W23 Both residences have staff trained in first aid and 24-hour security on-site.

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

W24 Student services staff give information and advice to students on the implications of living in their own accommodation. A leaflet to support this advice was produced during the time of the inspection.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Comments

W26 Students are given extensive information about events and activities in London and beyond. They are actively encouraged to participate through notices, regular emails and social media updates. Reception staff help students to book tickets for travel, trips and theatres. A noticeboard in the reception area gives recommendations by teachers for special and unusual places to visit.

W27 There are two separate social programmes for the 'EC London' and the 'EC London 30+' students; both contain a well-balanced programme of daily activities and events. In addition to the organised programmes, the school offers an excellent range of extra-curricular activities, including additional free English practice sessions, social events and visits. Visiting speakers from local organisations and charities are also regular features at the school. Of note is the first Sunday activity for new students who arrive on the Saturday: students meet a member of the EC staff for brunch, an introductory walking tour and a welcome dinner.

W28 There are detailed risk assessments for all activities. However, these have not been used to inform guidelines about what to do if something goes wrong.

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 very well met. The residence accommodation, which is arranged directly by the school, is of a very high standard. The management of the accommodation systems, including communication with the homestay agency, works to the benefit of students. *Care of students* and *Leisure opportunities* are areas 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school enrolls students aged 16 and 17 on its adult courses. Students aged under 18 typically make up a small percentage of the student body. At the time of the inspection there were eight students in this age group; at peak the maximum number is around 30.

C1 There is a clear and comprehensive safeguarding policy relevant to the context in which the school operates. The CD is the designated safeguarding lead responsible for implementing the safeguarding policy and for responding to any child protection allegations. The DoS and SSM are designated safeguarding officers. The responsibilities of all staff are made clear. Reference is made in the policy to identifying those students who might be vulnerable and to recognising the signs of abuse. The policy includes appropriate procedures to be followed in the case of delayed DBS checks.

C2 The CD and the DoS are trained to specialist level; the SSM is trained to advanced level. All staff take an online course in safeguarding to advanced level and one in Prevent. Managers take an external course and are able to provide in-house training.

C3 This criterion is just met. Publicity does not give a description of the level of care and support given to students under 18. However, there is a 'parental authorisation form' for students aged 16 and 17 attending an adult programme, which parents sign as a condition of enrolment. This gives some information about the level of supervision and care given to students under 18. However, some information is not included: for example, the fact that students are responsible for buying their own lunches.

C4 All teachers and staff who may have contact with under 18s are DBS checked, and in most cases self-declaration forms are completed. However, the school does not fully implement the policy for requiring two

references for new employees and does not ask directly about their suitability to work with under 18s. An appropriate template for references was produced during the inspection and is to be used henceforth.

C6 Parents are required to sign the parental authorisation form to confirm that they 'understand that EC does not provide 24-hour supervision and that the programme allows students to make their own arrangements during free slots on their timetable'. Little detail is given on the form about what students may do outside scheduled lessons or activity times. Some of the information, relating to residential accommodation, is not applicable to students at the London school. On their first day students are given further information in a leaflet: *Information for Young Adults*. This provides some details about rules and curfew times, and students are asked to sign to say that they understand and agree to these rules. The SSM meets all students aged 16 and 17 at the start of their course and has regular meetings with them to check on their welfare and to offer them the chance to disclose any concerns.

C7 Unless they are living with a parent or guardian, all students aged under 18 are required to live in a homestay, which is arranged through the registered agency. The school is able to monitor the provision and ensure arrangements are suitable.

C8 Most bookings are made through agents but the school receives details of parents' telephone numbers before arrival via the parental authorisation form.

Care of under 18s summary

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the school, during out-of-class activities and in their accommodation. However, the school does not implement an appropriate policy for gathering references and there is a lack of detail on the parental authorisation form about what students may and may not do outside scheduled lesson or activity times.
