

Organisation name	EC London
Inspection date	8–11 November 2022

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W26, S3 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited EC London in November 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of staff management and teaching.

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

Introduction

EC London is part of the EC group of schools, which has language schools in the UK and overseas. Its first school opened in Malta in 1991, where it has its operational headquarters. EC London was established in 1997 and became part of the EC group in 2005. This inspection was part of an inspection of all five UK EC schools and of the UK head office in London.

The school is based in Angel, London, having moved to new premises in October 2022. Courses are offered for students aged 16 and over. Most students book from overseas through agents or education tour operators.

Since the last inspection, there has been a change of centre director (CD) and director of studies (DoS). The role of CD is taken by the head of operations for the EC UK schools.

The inspection lasted three and a half days. The inspectors had meetings with the CD, DoS, student services manager (SSM) and the student services supervisor (SSS). Separate focus group meetings were held with the teachers and students. 17 of the 18 teachers timetabled during the week of the inspection were observed. Due to local travel disruption some classes were held remotely, with students, teachers and inspectors joining using an online platform. One inspector viewed a video of one of the student residences.

Address of main site/head office

Angel Corner House, 1 Islington High Street, London N1 9LQ

Description of sites visited/observed

EC London's new premises have recently been refurbished and are situated a minute's walk from Angel tube station. EC London has sole occupancy of Angel Corner House, which is set on five floors with a reception, student lounge and self-study area on the first floor. The SSM and academic offices are also situated on the first floor, as well as an accessible toilet. On the second floor, there is a staff room with a kitchenette as well as the DoS office. There are 16 classrooms located across the first, second, third, fourth and fifth floors. Most of the classrooms can accommodate 15 students and there is a one-to-one room also used as a multi-faith prayer room. The fourth floor is where the EC London 30+ school is located, with a dedicated student lounge. Students have access to computers on the fourth and fifth floors. There are toilets on the stairwell in between each floor. All floors are served by a lift.

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

Comments

Students aged 16+ can take part in courses at EC London; those aged over 30 can choose to study on EC London 30+ courses. 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, spending up to a full year at the school. 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 hosted in the previous 12 months.

Management profile

The school is coordinated by the CD with support from the EC head office. On a day-to-day basis the DoS manages the academic programme supported by an assistant director of studies and the SSM manages accommodation, the leisure programme, student welfare and safeguarding under 18s.

Accommodation profile

The school offers residential accommodation in two residences run by an external provider, and in homestays which are provided and managed by an agency registered with the British Council. Under 18s are accommodated in homestays with half board. Accommodation in the residences is either in studios or in en-suite rooms arranged in flats. Residential accommodation is for adult students only. Homestays are within 60-minutes travel time from the school and the residences within 30 minutes.

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 very clearly stated goals, and their publicity. The structure of the organisation is well communicated, but the number of non-teaching staff is insufficient for the provision. However, communication is very good, as is the overall management and development of staff. Student administration is carried out efficiently and effectively. *Staff management* is an area of strength

Premises and resources

The provision meets the section standard. Overall, the premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources for staff and students is provided, but not always sufficient.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which meets the demands of the courses offered and needs of students. Course design and learner management are effective. Teachers receive good support, and course management and classroom teaching provide very good benefit to students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from a very good level of care, as well as well-managed student services, including, suitable accommodation and out-of-class activities.

Safeguarding under 18s

The provision meets the section standard. 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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 There is a clear well-established mission statement which is visible throughout the school and made known to students and staff. In addition, the organisation has developed a new set of values through a process that included considerable input from all parties.

M2 The school has clear objectives and plans in place. These are shared with staff appropriately, and measured and monitored by the leadership team.

M3 The structure of the organisation is clear and is communicated to students and staff through handbooks and noticeboards. However, the management and non-teaching structure is light, and there are not sufficient staff to consistently deliver provision and provide cover across all school services all year.

M4 Excellent communication channels are in place in the form of meetings, social media and digital communication tools. As a result, staff and students are very well informed.

M5 Students are asked to complete online surveys at the beginning and end of their course. However, the return rate is very low.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 HR policies and practices are implemented and made known to staff very effectively through staff handbooks and an HR information system which is accessible to management and staff. The HR systems that are in place contribute towards staff feeling supported.

M10 Recruitment processes and procedures are comprehensive and highly effective. Staff are well trained in recruitment practices, and staff files and paperwork are very well organised.

M11 Training and information for new staff is well planned, thorough and ensures that they are as fully briefed as possible before starting work.

M12 Appraisal procedures are integral to the culture of the organisation. They are robust and systematised, ensuring that all members of staff are given an opportunity to recognise their strengths and identify areas for professional growth.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Inspector observations and student feedback confirmed that staff are very courteous and provide excellent customer service.

M19 There is a clear written policy for punctuality and attendance which is known by students and staff. However, there is inconsistency in record keeping, meaning that absence is not always monitored and followed up effectively.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of two websites, one for agents and tour operators, the other for students wishing to book directly. In addition there is a brochure which is translated into eight languages. The websites and brochures present the EC group as a whole, and also have school-specific sections. The school has a presence on social media channels, which are occasionally updated with news and photographs from school events.

M22 The leisure programme advertised on the website does not make it clear which activities are run by third parties. This was updated during the inspection and is no longer a point to be addressed. The publicised guarantees in regard to student progress and support are not implemented consistently in the school.

M23 The language used in the description of one of the student residences is not clear, accurate or accessible. This was rectified during the inspection and is no longer a point to be addressed

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Not met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength
Comments	

P1 The premises are in a very good state of repair, cleanliness and recently redecorated. The décor is attractive, in keeping with the EC brand, and attention has been paid to ensuring that there is ample space for staff and students to circulate.

P2 While classrooms are generally suitable in size and number, ventilation and heating are inconsistent and some windows do not open, making some classrooms either very hot or very cold. Some whiteboards and screens cannot be read because of glare from the sun coming through windows.

P5 Signage and noticeboards are clear and consistent. They reflect the school's branding and are visually attractive. Video displays are also available to give students additional useful information.

P6 Staff space is sufficient, comfortable and very well-organised to meet the needs of staff for both work and relaxation.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Not met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Learning resources are very well organised and there is a good range and number of core and supplementary materials in hard copy and electronic format. The needs of students are well met by the resources available.

P11 Students have access to the online learning platform, MyEC, but feedback from students and staff suggests that this is often not used for independent learning and that insufficient guidance on its use is offered.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 Four members of the academic staff did not have a level of education equivalent to a Level 6 qualification. Rationales were provided and accepted on the basis of their current level of study, deployment in the school and support provided.

T3 There is a broad range of skills and experience in the teaching team, which the academic management team has a very good awareness of. The skills in the team meet the needs of the learners very well.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met

T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
T5 Teachers are well matched to courses according to their preferences and the academic manager's discretion. When teachers are asked to teach levels where they are less experienced, they are well supported by the academic management and colleagues.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
Comments	
T11 There is a defined set of principles behind the course design, and, consequently courses have a clear rationale. The syllabus is coherent and comprehensive, linked to external learning outcomes and provides sufficient detail for teachers. In addition, teachers receive clear guidance on the course rationale in writing and through training. T15 There are very good opportunities for students to develop learning strategies through the induction process. In addition, there is good evidence of independent learning, and learner training being developed in the classroom.	
Learner management	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Not met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Not met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T17 Placement testing is carried out highly effectively through online tests which are taken in advance of arrival and oral interviews which are led by experienced team members with excellent knowledge and understanding of class levels. T18 Progress testing which takes place on MyEC, is not effective because students' engagement with the platform is inconsistent. T19 Learning support is effective for those students who are known to the academic management team. However, the progress and placement in class of some students is not effectively monitored, and insufficient learning support is provided.	

Classroom observation record

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	General English including some special focus classes.

Comments

17 of the 19 teachers working during the week of the inspection were observed. Due to travel disruption in London, some classes were held remotely, with students, teachers and inspectors joining using an online platform.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers presented clear and concise models and examples of language, often with attention paid to phonological features. They demonstrated a good awareness and understanding of the language, and effectively graded it to students' levels.

T24 Plans included in-depth detailed class profiles which included information about students' needs, preferences and motivations. Plans took into account overall course objectives and explicitly fitted with the course structure. Very effective attention was paid to strategies for differentiation and groupings of students in the planning stage.

T25 Learning outcomes were clearly stated and discussed with students in nearly all segments observed. This ensured that students understood very well what was being learned and why. Plans and lessons consisted of a clear and coherent set of activities leading to the learning outcomes.

T26 There was a confident use of a range of techniques including elicitation, prompting, concept checking and the facilitation of group discussions. Techniques were used to focus on sub skills and study skills.

T27 There was very professional use of the interactive whiteboard and the classroom whiteboards which were used purposefully. There was evidence of the good use of authentic materials. Remote learning was effectively managed.

T28 In general, feedback and correction were used appropriately, including good monitoring and use of praise. However, some segments included a lot of on-the-spot teacher correction, where other techniques would have been more effective.

T29 Teachers ensured that there were very good opportunities for reflection on learning during classes. This included reference to previously learnt language, as well as the learning objectives for the day. Success criteria were often used to ensure that students had a very good understanding of what learning looked like.

T30 There were high levels of student-to-student interaction in groups which were often carefully planned by teachers. Teachers demonstrated a good awareness of students' lives and experiences, meaning that the learning experience was personalised and resulted in the creation of a challenging, supportive and professional atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good or better. Knowledge of the linguistic systems of English was good, and teachers were able to adapt their language to the students' levels. Lesson content was very well matched to the interests, needs and cultural backgrounds of the learners, and led to highly relevant learning outcomes which were well-known by students. Techniques were varied and appropriate, and students were engaged. Good quality feedback was provided, and there were many varied opportunities to evaluate learning. Teachers created a personalised learning atmosphere, and demonstrated an excellent understanding of their students' needs and abilities.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met
Comments	
<p>W3 Students receive a very high level of pastoral care and commented that they find all staff very approachable. Students are introduced to designated welfare and safeguarding staff at induction and their photographs are found on notices throughout the school. Under 18s receive very focused care.</p> <p>W4 There are very comprehensive policies and procedures to promote tolerance and respect and there is an emphasis on mutual respect throughout the school. Information is clearly presented on posters and in the student guide and disciplinary procedures are implemented for infringements of the code of conduct.</p> <p>W7 Very good, clearly presented advice on all relevant aspects of life in the UK and in London is available in the student guide and also from staff. Essential information is displayed on noticeboards.</p>	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
<p>W11 Thorough checks and regular visits to homestays are carried out by highly-experienced and well-trained accommodation agency staff. Detailed records of visits are kept on file with comprehensive information about hosts and their homes. Regular checks and visits to residences are carried out by the school.</p> <p>W12 The confirmation of the booking gives very full information about the accommodation with the addition of a household and local area description for homestay accommodation.</p> <p>W13 The school acts promptly to resolve problems in the residences. The school and the agency are in regular contact and if problems arise, solutions are quickly found, which was confirmed by students' comments.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All the criteria in this area are fully met.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in this area is fully met.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W26 There are generic risk assessments for leisure programme activities. However, the risk assessments for excursions and class outings do not always cover some aspects of the trip, for example the journeys, and emergency procedures are not specified.

Safeguarding under 18s

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

Comments

There were two students aged under 18 at the time of the inspection, and at peak there were 30 out of a total of approximately 300 students.

S3 The consent form does not make it clear that some leisure activities are organised by external organisations and the supervision arrangements for these activities are not made clear.

S4 Two references are required, but not all references for staff include a comment about suitability.

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	2009 (as EC London)
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	EC English schools in Brighton, Bristol, Cambridge and Manchester
Other related non-accredited schools/centres/affiliates	Schools in the US, Canada, Malta, Ireland and South Africa. EC Virtual.

Private sector

Date of foundation	2005 (previously the Cambridge School of English)
Ownership	Name of company: EC English London Ltd Company number: 03482623
Other accreditation/inspection	N/a

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	In peak week (2022): July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	88	152
Full-time ELT (15+ hours per week) aged 16–17 years	2	15
Full-time ELT (15+ hours per week) aged under 16	0	0

Part-time ELT aged 18 years and over	90	129
Part-time ELT aged 16–17 years	0	15
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	180	311
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16 to 68 (median age 28)	16 to 66 (median age 25)
Adult programmes: typical length of stay	16 weeks	12 weeks
Adult programmes: predominant nationalities	Turkish, Japanese, Saudi Arabian, Brazilian, Swiss, Korean, Taiwanese	Brazilian, Saudi Arabian, Turkish, Japanese and Swiss, German, French

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	18	26
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

One academic manager was providing cover during the week of inspection and taught approximately 7.5 hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	18
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	36	2
Private home	N/a	N/a

Home tuition	N/a	N/a
Residential	50	0
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	0	0
Staying in privately rented rooms/flats	92	0
Overall totals adults/under 18s	178	2
Overall total adults + under 18s	180	