

Organisation name	EF London
Inspection date	26, 27 and 29 April 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 S4 and S6 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited EF London in April 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, there is a need for improvement in Publicity.

Introduction

EF London is part of the EF Education First group, which was established in 1965 and has its headquarters in Switzerland. In the UK, there are schools in Bournemouth, Brighton, Bristol, Eastbourne, London, Manchester, Oxford, and Cambridge. Two of the schools – in Bournemouth and Eastbourne – offer both adult and junior courses. All of these centres are accredited. A central management team monitors and provides support to the UK schools with centralised policies and systems which are applied across the UK centres.

The school offers open enrolment courses in general English and examination preparation to adults (18+) and young people (16+) in school premises and online.

The inspection took the equivalent of two and a half days. Due to the global pandemic, the inspection was conducted remotely.

The two inspectors held meetings with the school director (SD), the director of studies (DoS), the director of student services (DSS), the activities manager (ActM), the facilities and IT manager (FIM), and the customer support manager (CSM). A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed.

Inspectors viewed a recorded video tour of the premises and facilities and were also given a live video tour of the school. One of the inspectors spoke to one homestay host, who gave her a video tour of the home. A residence was also visited.

Address of main site/head office

74 Roupell Street, London SE1 8SS

Description of sites observed

The school is located in a former Victorian primary school on a quiet street some five minutes' walk from Waterloo station and close to Southwark underground station. The entrance is through a gated courtyard area with tables and seating, and the building itself, which is on four floors, was extensively renovated in 2011. The ground floor comprises the reception area, open-plan administration office housing the academic and accommodation teams, the school director's office, social activities office, a cafeteria, two student lounges and a classroom. On the first floor, there is a teachers' room, a staff lounge, a meeting room, three classrooms, an IT office and a large lounge for students to use for study or relaxation. The second floor comprises a further seven classrooms and three offices which are currently used by Head Office staff. In busy periods these can relocate to the head office in Chelsea if need be. The top floor has been converted from iLab spaces into five additional open-plan classrooms and a small library/study centre. Separate male and female toilets are located on every floor.

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 checked="" 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

The school offers year-round general English courses for adults and young people (16 and 17 year olds), as well as examination preparation and English for business courses. In addition, advanced diploma courses in English for Fashion and Media, and English for Media and Art are advertised but neither of these were running at the time of the inspection.

All courses include general English lessons, project sessions which can either take place in the classroom or as a self-study component, and lectures which are in addition to the general English component and can be either face-to-face or online. A variable number of special interest lessons (SPINs) are also included, and examination preparation courses take place in these sessions. SPINs are also delivered either face-to-face or online. At the time of the inspection, the school was delivering in-person general English and examination preparation courses and a small number of online SPIN classes.

Management profile

The school is managed by the SD who transferred from EF Auckland, New Zealand in 2020. She is supported by the CSM, the ActM, the DSS, the FIM and the DoS. The DoS has also been with the wider organisation for a number of years and joined the EF London team towards the end of 2021. He is supported by the assistant director of studies and three senior teachers.

Accommodation profile

Both homestay and residential accommodation options are offered. Homestay in twin rooms is included in the cost of the course; there is a supplementary charge for residential accommodation. Standard residential accommodation is in two-bedroom, twin or three beds, flats with shared facilities. Premium residential accommodation is in single en-suite bedrooms. Year-round residential accommodation is not available for under 18s but is available to them in an alternative residence in the summer.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's clear and well communicated goals, values and publicity, although information in publicity is not always accurate or easy to find. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. 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.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient day-to-day guidance to ensure that they support students effectively in their learning. Courses are structured and managed and there are effective systems in place to monitor and support students' learning. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The provision meets the needs of students for security, pastoral care, information, and leisure activities. Students benefit from very well-managed out-of-class activities and most aspects of accommodation are managed satisfactorily.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation. However, some recruitment records were incomplete.

Declaration of legal and regulatory compliance

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

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

The mission statement and core values are clearly expressed and communicated. Development plans for the school are reviewed annually but due to the global pandemic there are no long-term plans in place. The structure of the school is clearly documented in the school's organogram. Effective communication channels are in place both within the school and with HO and the wider organisation. Student feedback is gathered at various points during the student journey and any issues raised are dealt with promptly. Staff complete an anonymous annual questionnaire and feedback is also encouraged during meetings. Policies and procedures are reviewed on an annual basis, although not all points to be assessed from the previous inspection have been fully actioned.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Staff handbooks contain a full range of HR policies, and all sampled documents were in place. Although generic job descriptions are in place for all staff, contractual differences and specific post holder responsibilities, including safeguarding roles, are not detailed. There are clear recruitment and selection procedures in place; however a small number of staff files were incomplete, and not all policies had been fully applied. There are company-wide generic induction checklists; however, teachers reported that the amount of information given at inductions was excessive and therefore difficult to assimilate. Role-specific onboarding procedures are in place for administrative or student services roles. Appraisals are carried out for all staff, which include clear objective setting, and there are effective procedures to ensure continuing professional development for all staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 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

The EF customer service promise is included in handbooks, staff receive training in customer care, and feedback from students was generally positive. Pre-arrival information and advice on courses is provided by EF sales teams and by staff at the school during their stay. Enrolments are carried out centrally and any subsequent issues are handled at school level before being referred to head office. Records of payment and course details are complete, up to date, and easily accessed. Although there is an attendance policy, the procedures are not always followed and it is difficult to administer in online SPIN classes where students can be enrolled onto courses from any school within the UK and Ireland. Conditions under which a student may be asked to leave the school are made clear in the student code of conduct and in the students' handbook. There is a clear complaints policy and a record of follow-up action taken in response to complaints received.

Publicity	Need for improvement
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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Not 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.	Not met

Comments

The main medium of publicity for the school is the centrally produced global brochure which is used by overseas sales teams. The brochure contains a digest of information on London, including captioned photographs of the premises and the city, as well as the range of courses offered, accommodation, facilities, and package prices. Similar information is also provided on the EF UK website which has a link to EF London. The school also manages its own social media platforms to provide information on school activities.

Information about the school is generally accurate. The language used is largely clear and accessible, and translations are available in a wide range of languages. While most information on courses is provided, in many cases this is not easily accessible or is insufficiently visible as it is only given on the enrolment page which is in very small print. The number of SPIN classes promoted does not reflect the reality of what is available at the school, nor that the first SPIN of the day in London is effectively a continuation of the general English course. Information on public holidays is confusing and it is not made explicit which elements of the courses are taught and which are online. The maximum class size is not reported on the individual school pages of the brochure or website, but is covered under a section called "Small class sizes" where it is stated as being a maximum of 17 students. However, elements of the course exceed this number, particularly with online lessons. Most fees for tuition are provided but prices quoted on the website for general and intensive English courses are incorrect. Examination fees are not given and the costs of course materials is not easy to find. A description of the level of care given to under 18s is provided in the brochure. Consent forms, which are designed centrally, are written in very dense, legalese language and although translations may be available, parents sign the English version. Relevant items are covered, but parents are required to sign a waiver of responsibility under a very complex set of conditions as stated in the form. Descriptions of accommodation are generally accurate and descriptions of staff qualifications are acceptable. In the brochure the accreditation marque only appears on accredited centres, not on centres that are not accredited. However, on the website the marque does not appear at all. An incorrect accreditation marque is used on a number of publicity materials.

Premises and resources

Premises and facilities	Met
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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.	Met
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.	Met
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.	Met

Comments

The school building is in a good state of repair and decoration and affords a comfortable and professional environment for both staff and students on the whole, although the main stairwell is fairly narrow and could be quite congested in peak times. Classrooms are adequate in size and number with flexible furniture and sufficient space on the whole. They all have natural light, further aided by glass partition walls. However, teachers reported that in summer the classrooms get very hot and some of the smaller rooms would struggle to fit the maximum number of students comfortably. The classrooms on the third floor are exposed to noise from people passing or walking through from one room to the next. A small number of other classrooms in the building do not have doors, allowing open access to the corridors. However, the student lounges are comfortable, and the courtyard at the front of building provides excellent additional space for relaxation. The cafeteria offers a range of food and drinks throughout the day, and drinking fountains are also available. Signage is good, rooms are attractively labelled and numbered, and informative noticeboards provide good guidance on a range of matters. Space for staff is adequate for the current number of staff and overspill areas are available. However, teachers reported that in peak summer periods space is limited.

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.	Met
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.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Core EF materials, including printed coursebooks and workbooks used on general English courses, are made available to students. Students on examination courses receive a coursebook of the teacher's choice. Additionally, there are extensive online materials for students to use including 'campus learning' digital resources, although students at the focus group reported that these were rarely used. However, guidance is provided at induction and in tutorials, and a member of the academic team is available should students require additional help. Materials for teachers include PowerPoints, project suggestions and additional in-house created materials for SPIN classes. There is a range of supplementary material available, and resources are well organised. Technology including projectors is available and widely used in all classrooms, although teachers did comment that it was somewhat outdated. Materials are reviewed during teachers' meetings and feedback is passed on to central office and to the academic research and development team in Switzerland.

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.	Not 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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

All except two of the academic staff have a level of education normally represented by a Level 6 qualification. A rationale was accepted for one teacher within the context of this inspection, however, no rationale was provided for the other teacher where there was no evidence of a level 6 qualification. All academic staff have suitable teaching qualifications and a range of experience appropriate to the courses offered. The academic management team are also suitably qualified and experienced.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Not 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.	Not 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

Teachers are suitably matched to courses according to their experience and professional development. Procedures for the effective timetabling of classes are in place, however, maximum class sizes are exceeded at times and teachers at the focus group commented that they are not aware of how many students will be in their online SPIN classes each day. Cover arrangements are satisfactory. Although continuous enrolment is covered in induction, insufficient guidance is available to teachers on how to assimilate students into both online and face-to-face lessons. There are arrangements in place to provide day-to-day support for the teachers and the arrangements for observing and monitoring teachers are effective.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
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.	Not 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.	N/a
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.	Met
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

The EF Method, used by all EF English language schools, is based on current language learning theory and research. The system is clearly described in documents including the teacher manual and both online and face-to-face training opportunities. Materials include coursebooks, PowerPoints, teachers' books, and online applications, which cover the six Common European Framework of Reference (CEFR) levels (A1 to C2). Each level consists of six units, with one unit forming the basis for one week's work. Teachers' books suggest lesson guidelines, and course outlines for general English courses are provided in the coursebook. It is recommended that teachers use EF materials for approximately 70 per cent of the course but teachers reported that they supplement the coursebook considerably more. The first SPIN classes of the day appear to be an extension of the general English lessons rather than a stand-alone "special interest" class. Course design is reviewed by the academic research and

development team in Switzerland, informed by visits to and feedback from the schools, and drawing on information given in a needs analysis questionnaire completed by students pre arrival. Weekly schemes of work prepared by teachers for planning purposes are not shared with students and it is unclear how students are made aware of intended learning outcomes. Students are introduced to the online learning platform during their induction and teacher-led online projects, and self-study sessions form part of the weekly programme. Students also have access to online learning resources after their departure. The EF 'Immersion Challenge' allows teachers to create interactive team activities for students outside the classroom. Weekly lectures delivered by teachers or guest speakers also provide opportunities for students to develop their knowledge of local culture and the further acquisition of language.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	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

All students complete an online placement test prior to arrival, followed by a speaking test on their first day at the school. Teachers assess students' performance and participation in class every week and monthly tutorials set learning targets. Progress tests are administered every six weeks and all students complete an end-of-course proficiency test. Procedures for changing level are made clear to students and managed effectively by the DoS, as is advice on entering mainstream education. Students can also access the EF university counselling and placement services at an additional cost. Examination courses run throughout the year and advice and guidance is available from the academic team. All students receive an end-of-course report and certificate if they meet the minimum attendance requirement of 80 per cent.

Classroom observation record

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	Face-to-face general English. exam and SPIN classes

Comments

Each teacher was observed once by one of the inspectors.

Teaching: classroom observation	Met
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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers generally produced accurate and natural models of written form and provided explanations of grammar and vocabulary on the whole. However, little attention was paid to pronunciation, especially word stress in many lessons. In better segments parts of speech and word stress were highlighted, and vocabulary was presented in context.

T24 Lessons were generally well planned and included appropriate topics and materials. It was not always clear, however, how profiles that were provided informed the choice of lesson or activities in response to students' needs or interests.

T25 Although lessons were appropriately staged and followed a logical and coherent sequence of activities, aims on whiteboards and in plans were mostly presented as teaching aims rather than learning outcomes for students.

T26 A range of appropriate teaching techniques was observed, although in weaker segments not enough nomination was used, resulting in lengthy pauses and a reluctance in students to speak in open class activities.

T27 Technology was used competently on the whole, and whiteboards were mostly well organised. Better segments included good use of coloured pens to highlight key features of the target language. Instructions were sometimes vague or over-complicated, but mostly effective.

T28 Plans included feedback and delayed error correction stages. However, there were several missed opportunities for feedback on incorrect pronunciation in particular, even though this was included in many plans and anticipated problems. Appropriate praise was offered in most lessons.

T29 Lesson plans were well staged with short activities to check that learning was taking place. In better segments, teachers made good use of concept check questions to ensure comprehension and provide opportunities for students to further develop their understanding of the target language. However, in weaker segments, learning was not fully evaluated before moving on to the next task.

T30 Teachers created a positive learning atmosphere on the whole and students were generally motivated and engaged. In most lessons the pace of the lesson was good and delivered with energy and enthusiasm, although in weaker segments there were instances of excessive teacher talking, some lessons lacked pace, and students were not always challenged. However, it was clear learning was taking place in the majority of lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Most teachers demonstrated sound knowledge of the language, lessons were well planned but did not always take students' profiles into account. Lessons were logically staged, but the outcomes were expressed more as teacher aims than learning objectives in the majority of lessons. A range of teaching techniques was observed and the classroom environment and resources were managed well on the whole. There was a positive learning atmosphere and students were fully engaged in most lessons.

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.	Not 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.	Met
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.	Met
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.	Met
W8 Students have access to adequate health care provision.	Met

Comments

The premises are regularly risk assessed, and although some risks have not been included in the written premises risk assessment there are appropriate measures in place to provide a safe and secure environment for staff and students. Efficient procedures are in place to ensure fire safety and regular drills take place. The centrally produced emergency plan covers the major steps necessary between the school and HO and at HO level. However, specific risks and plans for the locality and school have not been covered and staff and students were not aware of procedures or relevant elements of the plan. Pastoral care is well covered. Policies to promote tolerance and

respect and procedures for dealing with abusive behaviour are presented in handbooks and on posters. Students receive a 24-hour emergency contact number. Most students use the transfer service offered by EF on arrival, but if not, they are given information about onward travel during the booking process, but insufficient guidance is given on transport routes or links to operators' website. During inductions and in handbooks students are given helpful advice on relevant aspects of life in the UK. The school conducts annual health risk assessments to provide appropriate health provision. Students are given appropriate information and helped with access to health care provision.

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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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

Centrally produced minimum standards guidance clearly sets out the requirements for accommodation. Homestay providers are given handbooks where requirements are clearly stated. Cleaning arrangements in the residences are more than satisfactory. The school uses homestay visitors to recruit and conduct re-visits. An up-to-date gas certificate in a homestay hosting three students had not been provided. Written confirmation of accommodation booked is clear. There are effective procedures in place to resolve any problems, and agreements and contracts with accommodation providers make rules, terms and conditions and provision of meals clear.

<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.	Not 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

Agreements with homestay providers and the homestay handbook include all the criteria in this above area. However, in several homestays, students with the same language had been accommodated together without a specific request in writing.

<i>Accommodation: other</i>	
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

Students receive very useful advice and information if they live in privately rented accommodation.

Leisure opportunities	Met
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students are given appropriate information and access to local events and activities. This is effectively done via the school's social media page and through information, leaflets and posters available from activities' staff, who also assist students with their plans and bookings. The full, monthly leisure programme is carefully planned by the AM with input from staff and students and includes activities of interest for different age groups. Some activities are included in the cost of the course and others that students pay extra for. Activities staff receive appropriate training and support.

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.	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.	Not 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

The school accepts 16 and 17 year olds onto the adult courses. There were 34 students under the age of 18 at the time of the inspection. During the peak summer period approximately 30 per cent of the student body is aged under 18.

Local information regarding the designated safeguarding officers is included in the centrally-produced safeguarding policy. School and location-specific risks have been assessed, although these are not referenced in the policy. The school has five designated officers trained to specialist level and all staff are trained to basic level. Homestay hosts are encouraged to take basic level training. Consent forms are signed (but see M26). Effective safer recruitment procedures are generally in place. However, in a few cases references were incomplete and gaps in CVs had not been checked. There are suitable arrangements for the supervision of students during scheduled lessons and activities. There are set curfew times, but monitoring of this by homestay hosts is not always checked and was reported as ineffective in one case. Specific parental consent is required for overnight stays. Under 18s are required to stay in homestay accommodation that has been checked for suitability, and if alternative accommodation is arranged, the school checks the suitability. There are arrangements in place to ensure contact with the parents, legal guardians or nominated representatives.

Declaration of legal and regulatory compliance

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

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

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

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

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

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

Comments

D1 Sampling identified the following issue: students and their parents/guardians are required to opt out of an agreement regarding the use of photographs in publicity; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	1994
Last full inspection	February 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	Other accredited schools in the UK: Bournemouth, Brighton, Bristol, Cambridge, Eastbourne, Manchester and Oxford.
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools and international business schools

Private sector

Date of foundation	1965
Ownership	Name of company: EF Language Schools Ltd Company number: 01043158
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not observed	74 Roupell Street, London SE1 8SS
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	379	645
Full-time ELT (15+ hours per week) aged 16–17 years	34	212
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	21
Part-time ELT aged 16–17 years	0	9
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	413	887
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	16–69	16–69
Adult programmes: typical length of stay	16 weeks	9 weeks
Adult programmes: predominant nationalities	Italian, French, Japanese	Italian, Chinese, French

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	30
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	6	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	15	
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 three years relevant experience	2
Total	6
Comments	
The DoS, ADoS and academic coordinator were not scheduled to teach during the inspection period. The three senior teachers were teaching between 18 and 30 hours.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	12
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	14
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	237	32
Private home	0	0
Home tuition	0	0
Residential	96	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	46	2

Overall totals adults/under 18s	379	34
Overall total adults + under 18s	413	