

Organisation name	EF London
Inspection date	20–23 February 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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. However, an action plan must be submitted within three months to demonstrate that weaknesses in C4 and C6 have been addressed.

### Summary statement

The British Council inspected and accredited EF London in February 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](http://www.britishcouncil.org/education/accreditation) for details).

This large private language school offers courses in general and professional English for adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, learning resources, academic management, course design, learner management, 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	1994
Last full inspection	2013
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	1992
Ownership	EF Language Schools Limited Registered Number: 01043158
Other accreditation/inspection	ISI

## Premises profile

Address of main site	74 Roupell Street, London SE1 8SS
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	15 Hatfields SE1 8DJ London (Used for Friday lectures, one large room)  HULT Undergraduate Campus (summer use only, about 15 classrooms plus office space) 35 Commercial Rd London E1 1LD
Profile of sites visited	<p>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, executive director's office, social activities office, a small meeting room, the café, a student lounge and two classrooms. On the second floor, there are two staffrooms, an office for the academic manager and administrative staff, and a second student lounge. There are further classrooms on this floor and the third floor. The top floor contains two classrooms, computer areas and a quiet room/small library.</p> <p>The Hatfields conference centre, which is about five minutes' walk from the school, is a secure venue with excellent modern facilities for the weekly lectures and the processing of large intakes.</p>

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	639	913
Full-time ELT (15+ hours per week) aged 16–17 years	32	300
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	54



Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Comments

The school offers three general English courses for adults (16+). These are: the basic course of 13 hours and 20 minutes (20 lessons of 40 minutes) per week, which is offered in summer only; the general course of 17 hours and 20 minutes (26 lessons of 40 minutes) per week; and the intensive course of 21 hours and 20 minutes (32 lessons of 40 minutes) per week. Long-stay students can enrol for six, nine or 11 months on general or intensive academic year abroad courses, which combine language learning with academic projects, or on an intensive advanced diploma course of nine months, with a specialisation in one of three vocationally-related areas. An intensive course of at least four weeks can also be combined with an internship.

All courses include general English lessons in the classroom, sessions in the computer rooms (iLab lessons), a weekly lecture – for all courses other than the basic course, and a variable number of special interest lessons (SPINs). Examination preparation courses and other special courses such as English for business include specific SPIN classes. A small number of students take one-to-one lessons in addition to one of the courses above.

#### Accommodation profile

##### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	272	31
Private home	18	N/a
Home tuition	N/a	N/a
Residential	242	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	1
Staying in privately rented rooms/flats	107	0
<b>Overall totals adults/under 18s</b>	639	32
<b>Overall total adults + under 18s</b>	671	

#### 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 eight EF adult schools and an executive centre; junior courses are also offered in five UK centres. All the schools use EFEKTA, a blended system of learning developed by the group which comprises coursebooks, guide books (additional materials), tablet applications, and computer-based materials synchronised with coursebook units. A central management team monitors and provides support to the UK schools and centres, all of which are accredited, and centralised policies and systems are applied across the schools.

The London school, which is close to Waterloo station, opened in 1992. Another EF London school, in Russell Square, which was set up in July 2014 to offer courses for students over the age of 25, closed in March 2016. The Waterloo school has since then provided age-specific classes (i.e. 16–24 and 25+). The former centre director of the Russell Square school is now executive director of the Waterloo school.

The school is open from Monday to Saturday, with students studying either Monday to Friday or Tuesday to Saturday.

The inspection took place over four days. Meetings were held with the executive director, the director of academics, the academic manager and the two assistant directors of studies, one of whom has special responsibility for students with special educational needs and disabilities (SEND), the director of student services, the customer support and welfare manager, the homestay manager, the IT and facilities manager, the activities manager and the

two activities co-ordinators. Focus group meetings were held with two groups of teachers and two groups of students, and 32 observations were conducted. One inspector visited three homestays and a residence. A meeting was also held with the group's director of accreditations and visa compliance (to prepare for a visit to the London head office).

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" 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 senior management structure within the school is clearly documented and well understood internally: the executive director is supported by the director of academics (DoA), who heads up the academic staff, and the director of student services (DoSS); the executive director reports to one of three senior operations managers on the central management team. At the level of academic management within the school the structure is more complex in that, in addition to the DoA, the academic manager (AM) – a new post since the last inspection, the two assistant directors of studies (ADoSS) and four senior teachers (STs) all have some responsibility for academic management; reporting lines are, however, indicated on the school organogram. There is good provision for continuity of management and administration and photographs of staff, with an indication of their roles, are prominently displayed for the benefit of students.

M3 All staff have job descriptions, but those for the ADoSSs and STs are quite general. This may be desirable in allowing for flexibility in staff deployment, but the absence of additional checklists listing specific individual responsibilities may pose difficulties in relation to performance monitoring and appraisal.

M4 Communication within the school, with head office and with other schools is regular and efficient. There is a short weekly lunchtime meeting for teachers, minutes of which are sent out by email; administrative teams meet weekly; there is a fortnightly office briefing, for which each manager provides an update; and the senior management team meet once a term to discuss matters such as global planning, staff motivation and training needs. The location of managers and staff in shared or adjacent offices facilitates information exchange and informal daily communication. Managers on the central operations team visit the school frequently and managers within the school attend regular meetings with staff from other schools. All schools communicate through the company intranet and homestay hosts are kept informed through the online platform, MyEF.

M5 Policies and procedures for recruitment and appointment are very clear and evidence was seen that these are implemented. The staff handbook describes employment rights in great detail.

M6 Staff files are complete and copies of certificates are endorsed to show that the originals have been seen and dated. In a very small number of cases, however, qualifications for studies undertaken outside the UK had not been thoroughly evaluated.

M7 All staff receive a well-designed induction based on guidelines and checklists. Teachers are introduced to the organisation, principles of course design, and the EFEKTA learning system through pre-employment online training modules, and are allocated a mentor. Administrative staff, whose induction is staged over two weeks, also receive pre-employment online training. Training for new managers (school directors, DoSSs – or equivalent, and DoSSs) takes place twice a year in Zurich.

M8 All levels of staff are subject to a well-designed annual appraisal process based on performance review (which for teachers includes observation of teaching). Training in the conduct of appraisal interviews is provided for management staff. There is a three-month probationary period for administrative staff and teachers on permanent contracts. Evidence was provided of action on unsatisfactory performance.

M9 There is budgeted provision for training, both external and internal, for all levels of staff. Annual refresher training takes place in child protection awareness and many staff have received first aid and/or fire marshal training. Suggestions for training are invited, evidence was seen that action is taken to meet the needs identified, and all staff are asked to evaluate the training offered. Training opportunities are also discussed during appraisals.

### 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 checked="" 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 Cover arrangements are good. Training is provided on customer service and quality assurance procedures check that systems are working well. Students commented very positively on the helpfulness and friendliness of staff.

M11 Almost all students enrol through EF sales offices in their own countries. In most cases, this involves a face-to-face meeting in the student's first language and advice on both centre and course choice, including the selection of special interest (SPIN) classes. Students normally complete a needs analysis form pre-arrival and the information from this is available to teachers. Further information and advice on course choice and extension is provided by staff in the school.

M12 Enrolment, invoicing and fee collection are carried out by overseas sales offices, who provide support in obtaining visas, if necessary. Information entered into the database used by the sales offices is then available to the school. Additional registration documents are completed for Tier 4 students, who are given guidance on the terms of their visa.

M13 Students' contact information is entered on the database as part of the enrolment process. After enrolment, students have access to MyEF, the organisation's online campus/social network, where they are encouraged to update their travel and personal information. When students arrive in the UK a tablet check-in application, which is linked to the database, is used to verify and if necessary update their personal information; they also complete a paper registration form. Additional documentation is completed for 16 and 17 year-olds. There is remote access to contact information, but the paper records are available as back-up.

M14 School policies on attendance and lateness are made clear in written form and during induction. The student code of conduct requires students to attend a minimum of 80 percent of their course in order to receive a certificate of attendance and take the departure examination. Attendance is recorded electronically and any concerns about attendance logged. Evidence of follow-up on unsatisfactory attendance was seen. Special systems are in place for under 18s. The lateness policy stipulates that students aged 18+ are not allowed into a class if they are more than ten minutes late. Instances were also seen of this policy being enforced.

### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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

M16 Most points to be addressed from the last inspection had been dealt with satisfactorily, although the issue of space within the building remains problematic. The school has submitted plans for an extension which would go some way towards alleviating this problem.

M17 The organisation places great emphasis on the review and development of systems, processes and practices with the aim of continuous improvement. This is evident in the comprehensive quality assurance cycle, which involves internal audit, reflection, analysis and meetings at both organisation and school level, all of which are extensively documented. A worldwide conference each year brings together managers from sales offices, the central operations team and school directors to determine focus areas for the following year. A regional meeting of school directors, DoAs and DSSs then looks at commitments and targets. A whole-school meeting for all teaching and administrative staff is held each year to review progress and identify areas for improvement, and the senior management team within the school holds a self-assessment review twice a year which includes consideration of action taken since the last review.

M18 Considerable effort goes into the collection and processing of student feedback, reflection on this, and follow-up when necessary. Students give feedback at the beginning and end of their stays, and mid-course (on teachers and classrooms) if on courses of five weeks or more, and post-course feedback is also requested. Data is reviewed regularly within the school and used by the central management team to compare performance across schools. Anonymous online feedback is also collected from students; most recently, this focused on academic provision, facilities and SPIN classes. Separate student council meetings for students aged 25+ and under 25 are held each term. There is also a suggestions box. Posters inform students of actions taken in response to their comments and suggestions, and positive and negative feedback on teaching is passed on to the teachers concerned.

M19 Staff are encouraged to give feedback during team meetings and on CPD. Anonymous online feedback is collected from staff annually. There is a staff suggestions box. Exit interviews are held with staff who are leaving. Comments and action taken are recorded and contribute to internal review processes. Notices by staff photocopyers indicate action taken in response to staff feedback and suggestions.

M20 The student handbook describes the complaints procedure clearly and in accessible English, and this information is reiterated during induction. Any complaints and the action taken are logged on the database. Evidence was seen that complaints are dealt with promptly and thoroughly.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The main medium of publicity is the brochure, which is prepared centrally. This is used by overseas sales offices to advise and talk through bookings with customers and sent out in response to enquiries. For the most part, the brochure contains information relevant to all EF schools in the UK; two pages are devoted specifically to the London school. More limited information is also available online through the EF UK website, which has a link to the London school website.

M21 The language used in publicity describing the school and its provision is clear and, with some minor exceptions in both the brochure and on the website, accurate. Translations are available in a very wide range of languages.

M22 Text, images and videos provide a generally realistic representation of the school. However, the statement that there are 'designated activities and classes for students aged 25 and over' may be a little misleading in that there may be younger students in certain types of class. A reference to the availability of 'hundreds' of special interest classes seems to be an exaggeration.

M23 Course types, objectives and levels are described in the general section of the brochure, but not on the website. The cross reference to these pages from the London pages is insufficiently clear. The description of the advanced diploma programme on page 20 refers to 'business-related' (rather than 'vocationally-related') special interest lessons. Although the focus of the four diplomas available is further specified, this may be misleading.

M24 Most of the information required is provided, but in many cases this is not easily accessible or is insufficiently visible because only given on the enrolment information page, which is in very small print. The number of taught hours for each course type is stated in the brochure, but not for all course types on the website. iLab language sessions which are supervised rather than taught, and therefore effectively constitute guided self-study, are included in the number of lessons. Times of classes are indicated in very general terms; although a sample

timetable for an intensive course at the London school is included, this bears little relation to the current reality. Other relevant information is dispersed and in some cases difficult to find. For instance, maximum class size is hard to find because not on the course options pages, which describe course types. Moreover, information on class size is stated in the following terms: 'We always limit general language class sizes to 12 to 15 students (max 17)', where the maximum is higher than the range indicated. There also appears to be an implication here that a different maximum number might apply to other than general language classes. In respect of school closures, the brochure states, again under enrolment information, that 'some lessons may not take place on December 26<sup>th</sup> 2016'. Although it is the case that the school is otherwise open from Monday to Saturday on all other days throughout the year, this is insufficiently clear.

M25 Fees for tuition are shown, and what is included in these fees stated. Information on other costs is either more difficult to find or less concretely specified. Course materials are listed on the London page under 'Additional features available', which suggests they are optional, and as costing 'From £35', which is very general; exact costs based on course length are, however, included under enrolment information. Examination entry fees are given at the bottom of the page describing examination courses, but no fee is shown for IELTS. Costs for activities are very approximate.

M26 Information relevant to all schools on homestay accommodation is provided in the brochure. The information on the residences is limited.

### Management summary

The provision meets the section standard and exceeds it in some respects. Well-designed and conscientiously applied systems, many of which are centralised, cover all aspects of staff management and student administration, to the benefit of staff and students. Communications are good, there is excellent provision for staff development and quality assurance is taken very seriously. Although some aspects of publicity would benefit from attention, publicity as a whole is satisfactory. *Staff management, 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 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 checked="" type="checkbox"/>	<input 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 Although some parts of the building (for example, corridors, stairs, café, staffrooms) are very busy at peak times, particularly Tuesday–Friday, efforts have been made to minimise this as far as possible by making use of split timetables and staggering break-times, and by providing outdoor facilities for lunch and relaxation. Plans to extend the ground-floor area have been submitted.

R2 In general, the premises are in a very good state of repair, cleanliness and decoration.

R3 Classrooms are well lit and heating and ventilation were satisfactory at the time of the inspection. Fans are used to regulate the temperature when necessary, but inspectors were told by teachers that these are not always effective. Studio classrooms (intended for relaxed communicative activities and furnished with continuous soft seating on three walls) do not have doors and are therefore subject to external noise. The size of some classrooms is an issue when combined with maximum occupancy and constrained seating arrangements.

R4 There are comfortable and appropriately furnished lounges on the ground floor and first floor, and a small, bright café serving a good range of fresh food at reasonable prices. Students can also eat in the outside courtyard, where there are table tennis tables, table football, and three large umbrellas with heating elements which enable students to sit outside in cold or wet weather. There are a number of other retail outlets close to the school.

R5 Signage is very clear throughout the building and includes directional signs on staircases. Although there is limited space for display of information in classrooms, there are extensive display areas in the student lounge on the first floor and these are well maintained and effectively exploited.

R6 Good use has been made of the space available to provide a comfortable working environment and facilitate interaction. Teachers share two staffrooms, one for work and the other primarily for secure storage of personal possessions and relaxation. The staffrooms are used by fewer teachers on Monday and Saturday, but can become much busier at certain times on other days.



## 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 checked="" type="checkbox"/>	<input checked="" 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 Core EF materials are used on general English courses. These include printed coursebooks and supplementary materials for students at all levels, as well as extensive online resources. Course-specific materials are used for examination preparation courses and special interest (SPIN) classes. Students on intensive courses can also access additional online SPIN courses.

R8 Teacher's books are available to accompany core EF materials, but teachers are expected to supplement these materials and have access for this purpose to a good range of reference and methodology books, photocopiable materials and in-house materials. The school also has subscriptions to several professional magazines for EFL teachers. All resources are well maintained and clearly displayed. One of the two staff rooms has two photocopiers and colour copying is available on a copier sited on the ground floor.

R9 The school is well equipped with class sets of tablets and computer suites. There are data projectors in seven of the 25 classrooms and new CD players have recently been purchased for all classrooms. An in-house technician maintains technology and provides help and training as necessary. Teachers in the focus groups stated that on-going maintenance of computers can be a challenge, given the number of these and the intensity with which they are used.

R10 All courses include supervised self-access study using the iLab materials which form part of the EF core resource package. Students also have guide books linked to the EF coursebooks. The iLab facilities are also available for self-directed study outside timetabled hours.

R11 Student induction includes an introduction to the iLab facilities, which are used within timetabled hours, and a quiet area which contains a small number of computers, novels and graded readers, and a rather miscellaneous collection of books on specialised areas, such as geopolitics. Students also receive written guidance in how to use iLab resources, and a list of useful websites is displayed in the iLab area.

R12 The review and development of standardised (i.e. EF) teaching and learning resources is primarily the responsibility of the central academic management team working with academic staff in schools. Core materials are revised, following piloting in the schools, on a regular basis. There are mobile applications for self-study, and additional classroom materials for the teaching of grammar and vocabulary, and pronunciation, have been produced recently. Commercial materials are used for examination classes and selected in consultation with teachers, who are also encouraged to request supplementary resources.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Thought has gone into the design of learning environments as well as relaxation areas, although lack of space can be an issue at times for both students and staff. Teaching and learning resources provide very carefully structured support both for teachers and for student learning in and out of classrooms. *Learning resources* is an area 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 checked="" 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 One teacher did not have a level 6 qualification. The rationale was accepted within the context of this inspection on the grounds that her work experience was of considerable relevance to specific types of course offered.

T4 The academic management team consists of the director of academics (DoA), the academic manager (AM), and two ADoSs. All four are suitably experienced and qualified at diploma level. Additional academic support is provided by four senior teachers, two of whom are TEFLQ.

**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 checked="" 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' qualifications, experience, preferences are considered when allocating teachers to classes; teacher age is also a factor for classes of students aged 25+. Specialist qualifications and experience relevant to teaching on advanced diploma courses and SPINS is a factor when recruiting teachers. Financial support for external training leading to diploma-level qualifications enables teachers to take on a broader range of teaching.

T7 The EFEKTA learning system requires timetable components to be taught in an appropriate learning environment and for teacher planning to take account of the environment and the technology available. Given the number of students and the split timetables, timetabling is extremely complex, and the school is to be commended on the efficiency with which this is handled.

T8 There are good, formalised arrangements under which two STs are available each morning to provide cover. Teacher resources include suggested lesson plans for each coursebook lesson. A pool of teachers is also available if needed. In the case of more specialised courses, lessons which are postponed are rescheduled within the same week.

T9 Teachers receive advance information which includes both test information and a needs analysis. The EF coursebook, which is based on weekly units and stand-alone lessons with aims and suggested forms of assessment, facilitates easy integration. As part of their first-week induction, students also have a meeting with a mentor. All SEND students are interviewed by one of the ADoSs and an action plan sent to the teacher(s) concerned.

T10 There is a weekly lunchtime continuing professional development (CPD) programme for teachers, alternating typically between an ideas swap shop and a session led by an ST or teacher. Topics for the CPD programme may derive from observation or teachers' own suggestions. The AM holds twice-weekly drop-in sessions for teachers who would like advice on any aspect of their teaching. There is a separate teacher handbook which contains information on different categories of SEND students and suggested teaching strategies. Teachers' CPD needs are discussed at appraisal and three teachers are currently completing courses leading to a diploma-level qualification.

T11 New teachers are formally observed in their first month, and evidence was seen that all teachers are observed on a regular basis. The director of academic management on the central operations team also conducts periodic observations. The observation process includes teacher self-evaluation and written feedback which includes concrete recommendations for action, such as reading a specific article or observing a particular teacher. Peer observation is encouraged and cover is available for teachers on full-time timetables. One ST monitors teachers' weekly schemes of work and gives feedback as necessary. Another ST monitors tutorial records.

**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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## Comments

T12 The principles on which the EFEKTA system is based derive from current language learning theory and research and are clearly described in online training materials for teachers. The system, which is used by all EF English language schools, consists of coursebooks, guides for learners, powerpoints, teacher's books, and online applications, and covers the six Common European Framework of Reference (CEFR) levels (A1 to C2). Materials for each CEFR stage are further subdivided into three graded levels. Each level consists of six units, with one unit forming the basis for one week's work. Within the framework of their general English classes, students are thus expected to move up a level every six weeks. SPIN courses are of six or 12 weeks' duration.

T13 The Swiss-based academic research and development team analyses feedback on courses and materials from students and teachers; the publishing manager also seeks direct feedback during visits to schools. Core EFEKTA materials are reviewed centrally according to a regular cycle, and additional materials developed when needs are identified.

T14 Course outlines for general English courses are provided in coursebooks and through MyEF. Outlines for SPIN courses are available online. Teachers also inform students of the focus of each session. However, the focus of course descriptions and session outlines tends to be on content and learning outcomes may be implied rather than stated explicitly.

T15 Study and learning strategies that support independent learning are a core feature of the EFEKTA learning system. Computer lab sessions allow students to work at their own pace and students are encouraged to create their own vocabulary lists. The student welcome pack also contains a leaflet on 'How to be an effective language learner' which encourages reflection and raises awareness of a range of study and learning strategies through tips and practical tasks. Students are able to access online learning resources after their departure (three months for students on general courses and six months for students on intensive courses).

T16 The welcome pack contains suggestions on ways of practising outside class, and students are informed about free lectures in London. There is an extracurricular 'newspapers' club, and the 'Culture' section of the guide books which form part of the EFEKTA materials contains activities which encourage interaction outside the classroom. Projects form part of academic year courses and some SPIN courses also include educational visits.

## 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

T17 Almost all students complete a pre-course online placement test. Combined with a speaking assessment on arrival which is based on a series of graded prompts, this facilitates efficient placement in general English classes. With the exception of beginners courses and examination-preparation classes, age is also a factor in placement, a distinction being made between students of 25+ and those younger than 25. SPIN classes, however, may be more mixed as to level, and this may be an issue in language-focused SPIN classes.

T18 Teachers assess student performance and participation weekly and communicative ability fortnightly. Grades are recorded on the database, and progress is monitored by academic managers and discussed with students, along with targets, in individual monthly tutorials. There are proficiency tests at the end of each level. Students can access an online record of their grades. The departure test, which is mapped to CEFR levels, provides a summative measure of student proficiency.

T19 'Barrier' tests are used to check that students' level is appropriate to the examination for which they wish to enter, and results of these are discussed with students on an individual basis.

T20 The criteria for assessment and progression are clear and students receive written feedback with guidelines on what they need to do to improve. Standardisation meetings are held for staff.

T21 All students receive a report with details of their attendance, grades and participation, and longer-term (academic year) students receive a report each term. Students who have taken the departure test also receive a certificate which relates their result to CEFR levels.

T22 Students interested in entering UK education can obtain basic information from the DoA and ADoSs. Help with university applications is available on request, but for an additional fee.

### Classroom observation record

Number of teachers seen	31
Number of observations	32
Parts of programme(s) observed	All

#### Comments

One teacher who fell ill during the inspection week was not observed; another teacher was observed twice (teaching a normal class and a one-to-one).

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 In general, teachers demonstrated a sound knowledge of the use of English and an awareness of the linguistic systems underlying this through, for example, clear and appropriately contextualised explanations of vocabulary, marking syllable stress and drawing attention to lexical relationships. However, in a small number of lesson segments the spoken and/or written models and examples provided were either unnatural or incorrect.

T24 Class profiles were provided with all lesson plans. Where appropriate, these showed an appreciation of students assessed as having special needs and, in many cases, a wider awareness of individual differences. Plans indicated that learner needs had influenced the selection of materials and content was generally appropriate.

T25 Lesson focus was consistently made known to students, although sometimes in the form of lesson content or teacher aims rather than learning outcomes. Lessons had been planned conscientiously to provide for variety within a series of coherent and carefully sequenced activities.

T26 A range of techniques was seen across lessons. These included effective elicitation and prompting, and reinforcement by writing up answers and examples. In stronger lesson segments, teachers provided both support and challenge: an example was given before an exercise was set; students were asked to justify their answers; good use was made of concept questions; students were encouraged to 'notice' language use; and student activity was monitored attentively. In weaker segments, comprehension of task instructions was not checked and pronunciation drilling frequently did not include checks on an individual level.

T27 Confident and competent use was made of a variety of media, including data projectors, where available. In some segments, colour highlighting was used effectively to focus attention on language features. Teachers organised classroom furniture appropriately within the constraints of classroom size.

T28 In some segments, teachers gave feedback during pairwork and group work or after an activity; peer and self-correction were also encouraged. Some lesson plans also included a delayed feedback stage. In many lessons, however, a limited range of correction techniques was seen and pronunciation errors tended to go uncorrected.

T29 Learning was typically evaluated through student performance on exercises or during the production phase of a lesson. Some teachers reviewed retention from previous lessons or used concept questions. In some cases, learning outcomes were specified too generally for their achievement to be easily assessed.

T30 In general, teachers appeared confident and relaxed. In better segments, teachers varied not only interaction patterns but also the composition of pairs and groups. In some cases, teachers' energy, enthusiasm, humour and use of voice also contributed to the creation of a positive learning atmosphere. Most teachers used nomination and open questions appropriately. In some segments, there was a lack of individual challenge: open questions were overused, there was too much teacher talking time and teacher language was unsuitable for students' language level; in a small minority of segments, teachers were not always alert to student responses or signs of inattention. On the whole, however, teachers were successful in creating an atmosphere conducive to learning and students appeared fully engaged.

## Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from satisfactory to very good, the majority being satisfactory. Teachers demonstrated a generally sound knowledge of the language and lesson plans had been carefully planned to take account of learner differences. A range of appropriate teaching, feedback and evaluation techniques was seen across most lessons, teachers made competent and confident use of resources, and students appeared engaged.

## Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic management team has strength in depth and there are effective systems for timetabling, charting and checking learner progress, and monitoring and providing support to teachers. The approach to course design, associated training and review, and the development of learner independence have been very carefully thought out. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 All significant risks are addressed in the risk assessment for the premises. Full records of routine checks are in place. Entrance to the building is controlled by CCTV and a key pad entry. All visitors sign in and wear lanyards, as do the staff. Fire drills are carried out every six weeks and staff and students are kept informed of fire safety measures. There are 19 trained fire marshals. A major incident procedure is in place and a drill has been carried out involving staff and students. Evacuation procedures are drawn up on a case-by-case basis for disabled students, and there are 17 first aid-trained staff, two of whom have completed Emergency First Aid at Work Level 3 training. Safety and security is mentioned in the job descriptions of the executive director and the director of student services.

W2 The school has an ethos of pastoral care with all staff, hosts and group leaders encouraged to be aware of students' potential needs. The availability of pastoral care is made clear to students at induction, in the student handbook and on display boards. There is a pastoral element to the tutorials. A private space can be made available for religious observance. Students who are under 18 have regular meetings with the responsible welfare officer.

W3 The named persons are identified to students through induction, in the handbook and on display boards. Both the welfare officers are easily accessible and space is made available for confidential discussion. The welfare officers have received some specialist training and more is planned.

W4 The clear policies and procedures for dealing with abusive behaviour are made known to students and staff at inductions, in the relevant handbooks and on posters. The provider is addressing their responsibility under the Prevent strategy, which is made known to students. Staff do online training and are kept updated at workshops which are organised as necessary.

W5 Students are issued with the emergency phone number in pre-departure information and again on arrival. Arrangements for the emergency-phone staff are fair, and they are provided with very detailed and useful information on how to respond to different scenarios.

W6 Information about public transport from the point of entry to the UK and central London, together with approximate costs, is provided in the pre-departure information. Details on how to travel to the homestay are on the student portal MyEF which the students have access to before departure. Evidence was seen that the transfer service provider is very flexible in unforeseen circumstances and communication between the taxi company and the school is very good.

W7 Comprehensive information is available on all the areas listed in this criterion in pre-departure documentation, in the handbook and again at induction. Students are provided with assistance if they are required to register with the police.

W8 Students receive appropriate information in the pre-departure documentation, in the student handbook and on display boards in the first-floor student lounge.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school offers homestay and residential accommodation. There are two residences situated in central London which provide accommodation in studios equipped with ensuite and kitchen facilities, or in two-bedroom flats. Students under 18 stay in homestay accommodation year round, but residential accommodation is available in the summer months. One inspector visited three homestays and one of the residences.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 The residences were well equipped, clean and well maintained and the rooms were of an appropriate size. In the three homestays visited the bedrooms were cramped and storage space was limited. In two of the rooms, there was no space for a desk and there was limited space to study elsewhere in the homestay. The rooms were barely adequate for adult students not previously known to each other. However, in comments on evaluation forms and in student focus groups students appeared satisfied with the accommodation offered.

W10 The visit form includes checks that fire risk assessments and annual gas safety checks are in place.

W11 Revisits take place every 12 to 18 months, which exceeds Scheme requirements. Residences are inspected on a regular basis.

W12 All the records sampled were complete and the information, including the dates of the last visit, was easy to retrieve.

W14 Students are told at induction about accommodation staff and services. A member of the accommodation team meets students during their first week to check that they are satisfied with their accommodation. Accommodation-specific questionnaires are distributed at fixed points during the year. All problems are logged on the accommodation database together with follow-up action taken.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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

W17 The comprehensive homestay handbook provides detailed guidelines on the expected level of care and the services to be provided. Booking and cancellation arrangements are clear and hosts can keep up to date with arrangements on the dedicated host online portal. Hosts sign the annual homestay providers' agreement, which reiterates the services required.

W18 It is made clear in publicity and at booking that all students share bedrooms in homestays. A single room is

available on payment of a supplement.

#### Accommodation: residential

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

W23 The residences have on-site residence assistants who are first aid trained and are available to support students who may need health care.

#### 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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

W24 A helpful document entitled 'Private accommodation advice' has been produced for students but it does not contain any reference to the possible loss of contact with English speakers.

#### 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 checked="" 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 The school has two activities offices, one for students aged 25+ and one for the 16 to 24 age group. These are staffed by an enthusiastic team responsible for organising the leisure programme. They provide information on events and attractions in London on well-presented display boards, on the student portal MyEF and on social media. They are available to provide advice and help with booking tickets.

W27 Leisure programmes for both age groups are organised and advertised well in advance. There are daily events or suggestions to meet a range of interests and budgets, and alternative activities are arranged or suggested for students under 18 if they cannot attend the main event. The staff actively encourage student participation.

W28 Risk assessments are carried out for all activities and these are updated before each event as required by the needs of the students attending. As well as a risk assessment for the specific activity, additional generic assessments are in place for weather conditions, walking and/or travelling to off-site venues.

#### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school offers a very safe and secure environment for students and pastoral care is clearly part of the school ethos. The management of the accommodation systems is appropriate and efficient, though some of the accommodation visited was basic. The provision of leisure opportunities is well managed and meets a wide range of student needs. *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 checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input 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

There were 32 students under the age of 18 during the inspection and 300 during the peak period in July. All the students were aged 16 to 17 and on adult courses.

C1 There is a clear and comprehensive safeguarding policy in place, which includes all the required information and is regularly reviewed. Named members of staff are identified as responsible for implementing the policy and for dealing with any allegations.

C2 The three designated safeguarding leads have received specialist training, and the two safeguarding officers have completed advanced training. All members of staff complete a basic online safeguarding awareness course and attend in-house update sessions, which are organised as required by head office. Homestay hosts receive information and guidance in the homestay handbook and on the annual homestay providers' agreement, which they sign. The policy is included in group leader packs, and is also discussed with them at their induction. The relevant points are made known to students of all ages at their inductions.

C3 The level of care provided to under 18s on adult courses is provided on the website in the 'information for young travellers' section.

C4 The recruitment materials cover all aspects of safer recruitment best practice as specified in the safeguarding policy. All staff have been checked, there are agreements in place with contractors and evidence was seen of police checks for group leaders. However, the homestay files sampled showed that suitability checks were pending on some adult family members.

C5 A number of measures are in place to ensure that students under 18 are provided with appropriate supervision while on school premises: they are identified on registers, and have to sign in and out at reception each day, which allows staff to monitor student welfare. Any absences are followed up within ten minutes. There are some specific under 18 activities organised by the welfare staff, and most of the activities for the 16 to 24 age group are appropriate for under 18s.

C6 Parents of 16 and 17 year-olds must sign a liability waiver form confirming that they understand the student will not be supervised outside lesson times. Curfew times are not specified on the form. However, the curfew is clearly indicated on other documentation sent to parents pre-departure. The waiver form does not give specific examples of when a student might be unsupervised, as, for example, travelling by public transport after 22.00. The form is not easy to read due to the size of the font. There is no risk assessment in place covering unsupervised time.

C7 Homestay hosts are made aware of the time students are expected home (23.00 Sunday to Thursday, 24.00 Friday and Saturday), and their responsibilities are clearly set out in the homestay handbook. Students are only accommodated in residences during the summer period, when full-board and half-board options are strongly recommended. Students under 18 are in separate blocks. Residential assistants, who live in the accommodation, are responsible for curfew times and are available in the evenings and at weekends. The front desk of the residence is staffed 24 hours a day by first-aid trained staff, and there are arrangements in place to deal with medical emergencies. Students are given advice on staying safe and acting responsibly.

C8 The emergency contact details of the parents or legal guardians are obtained from the sales offices at the time of enrolment, and are checked again on the student's first day at school. The school's emergency number is provided in pre-departure documentation, and parents or guardians can also contact the sales offices' 24-hour emergency number.

#### Care of under 18s summary

The provision just meets the section standard. There is a clear safeguarding policy, and procedures are in place to ensure the safety and security of students on school premises and on activities. However, checks are not currently in place for all adults in homestay homes. There is no risk assessment in place covering unsupervised time.