

Organisation name	Ealing, Hammersmith and West London College
Inspection date	26–29 November 2019

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 M10, M18, S3 and S4 have been addressed, and within six months to demonstrate that weaknesses in publicity have been addressed.

Summary statement

The British Council inspected and accredited Ealing, Hammersmith and West London College in November 2019. 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).

The English language teaching department of this college of further education offers courses in general English for adults (18+) and young people (16+), for closed groups of adults (18+) and young people (16+) and under 18s, and vacation courses for adults (18+) and young people (16+) and under 18s.

Strengths were noted in the areas of academic staff profile and teaching.

The inspection report noted a need for improvement in the area of publicity.

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

Introduction

Ealing, Hammersmith and West London College (EHWL) is part of West London College, a group comprising Ealing Green, Hammersmith and Fulham, Park Royal and Southall Community Colleges, as well as the West London Construction Academy. EFL provision is managed by the International Language School (ILS), which also deals with other commercial and international contracts, as well as teacher training and a large IELTS test centre. EFL teaching takes place at both the Hammersmith and Ealing Green sites.

The EFL operation has been part of a major restructure since the last inspection, and is no longer part of the former commercial, international and business area of the college. Instead the ILS head reports to one of the four college assistant principals. Staffing has changed to reflect this; the ILS head is located at Hammersmith, with the course co-ordinator for EFL and teacher training courses, while the ILS manager is at Ealing with the course co-ordinator for EFL and commercial courses.

The inspection involved two inspectors, took place over three and a half days and one evening, and covered both sites. Meetings were held with the assistant principal (Hammersmith), the assistant principal (Quality), the head of health and safety, the ILS course co-ordinator, the test centre senior team leader, the learning resource centre (LRC) manager, the student services manager, the head of ILS (HILS), the ILS manager (MILS), the HR manager, a member of recruitment agency staff, and the director of infrastructure services.

Focus groups were held with students from full and part-time courses in both Hammersmith and Ealing and with teachers on both sites. One inspector met the organiser of a closed group of Italian students. All teachers timetabled during the inspection were observed.

Address of main site/head office

9 Gliddon Road, London W14 9BL

Description of sites visited

The Hammersmith site is located on a compact site in a residential area close to a range of public transport options. The test centre is also here. The Ealing Green site (The Green, Ealing, London W5 5EW) consists of a combination of older and newer buildings backing on to a public park. There are staffrooms, learning centres, canteens and student common rooms at both locations, and the EFL operation makes use of a range of teaching rooms, staffrooms, offices and facilities across each site.

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

Part-time general English is the largest offering; full-time courses are also run. The minimum age is 16 for all open enrolment courses. Closed groups of juniors aged 12 to 17 are also taught.

Management profile

The MILS, the ILS course co-ordinator and the test centre senior team leader all report to the HILS, and line manage their own teams of teaching, administrative and test centre teams respectively. The HILS reports to the assistant principal for the Hammersmith site.

Accommodation profile

The college does not arrange accommodation for its students.

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 stated goals and values. Publicity is insufficiently detailed and sometimes inaccurate. 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 and exceeds it in some respects. The academic staff team has a professional profile, including qualifications, experience and continuing professional development, wholly 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 met the requirements of the Scheme. *Academic staff profile* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Students' needs for security, pastoral care and information are all met. The optional leisure programme on the adult summer course is varied and well organised, although risk assessments are insufficiently detailed.

Safeguarding under 18s

The provision meets the section standard. Policy documents are comprehensive. Staff receive a good level of training on safeguarding issues; training is regularly updated. Parental consent procedures need to be reviewed and consent forms updated in order to meet Scheme criteria fully. Suitability checks have not been consistently updated. Records of references are incomplete.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not 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

M2 Although college-level planning is evident, there is no clear or documented strategy for the ELT operation, or objectives against which progress can be measured. Within this context, the ELT managers report into college systems and respond to business opportunities as far as possible.

M5 Feedback questionnaires have been adapted to be more relevant to EFL students, and feedback is collected at half term and at the end of the course. There are regular meetings with student representatives. As early feedback is managed informally, records of action taken are limited.

M7 Although quality improvement is not explicitly linked with effective strategic planning for the ELT operation (see M2), the ILS is part of robust college-wide quality systems.

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

M9 Although it is college policy to update job descriptions at appraisal, the job descriptions for the HILS and MILS were both out of date. As these were updated shortly after the inspection this is no longer a point to be addressed.
M10 College policies and procedures for recruitment are generally clear and thoroughly implemented. However, although the college recruitment policy specifies a requirement for two written references, in practice only one is taken up where an applicant has been with the same employer for an extended period.

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.	Strength
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.	Not 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.	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

M15 The HILS and MILS are supported by EFL course co-ordinators and reception teams at both sites to provide a tailored service to advise and assist students. A number of students in focus groups mentioned the very thorough and helpful ways in which their expectations and needs were met.

M18 A number of records sampled were incomplete.

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.	Not 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.	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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The main medium of publicity is the website. Leaflets have been produced for some programmes.

M22 The junior summer school being run by another provider using EHWL premises is described on the website and gives the impression that it is managed by EHWL. This was changed during the inspection and is no longer a point to be addressed.

M24 The minimum enrolment age is not included for all courses.

M26 There is no description of the level of care and support for under 18s.

M28 The website states that 90 per cent of courses are taught by diploma-level qualified teachers, although this is not the case at all times.

M29 The Accreditation Scheme marque is used on the page for the junior summer programme, although this is not accredited provision and is run by another provider. This was changed during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	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

All criteria in this area are fully met.

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.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P10 The Learning Resource Centres (LRC) on both sites are well equipped and laid out, with a good selection of appropriate resources in different media, as well as information to guide and motivate students. A range of differently configured study areas is available, as well as computer access and resources.

P11 Students receive strong guidance from LRC staff and their teachers, and specific inductions to the centres are held on a rolling basis to ensure that all students benefit.

Teaching and learning

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

Comments

T1 A rationale for one teacher without a Level 6 qualification was provided and accepted in the context of this inspection. He has extensive life experience, is fully involved in college CPD and is about to undertake a programme leading to a diploma-level teaching qualification.

T2 The majority of teaching staff are TEFLQ throughout the year. A rationale was provided for one teacher whose ELT qualifications did not meet Scheme requirements. This rationale was accepted within the context of this inspection. He is highly qualified and experienced and well supported.

T3 The teaching team has a wide range of experience, skills and additional qualifications appropriate to the teaching context.

T4 All members of the academic management team are TEFLQ with extensive experience in both teaching and academic management.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T10 Formal observations are carried out annually and followed up with very detailed written feedback. In addition, there is a second observation, which may be less formal, such as a learning walk or drop-in. Reports are used in appraisals, and teachers in the focus group felt that the observation process was very positive.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	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.	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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T15 Work on learning strategies is integrated into schemes of work. There is also a workshop programme held on Friday afternoons to focus on this area; this was mentioned very positively by students.

T16 Students are very well integrated into life in the UK through the college and its activities. Many are resident and/or working in the UK, and courses make good use of this context.

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 criteria in this area are fully met.

Classroom observation record

Number of teachers seen	20
Number of observations	20
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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 demonstrated sound language awareness and provided good explanations and clear contextualisation for new language, with frequent attention to aspects of pronunciation, register and issues arising from students' first language. Modelling was clear and accurate in nearly all cases.

T24 Plans included very detailed student profiles, derived from needs analyses and diagnostic tests, as well as from teachers' personal knowledge of individuals. Differentiation areas and possible action were highlighted in plans and sometimes seen, in some instances with alternative materials or activities for faster or slower students. Materials and topics were well chosen.

T25 Teaching aims and learner outcomes were both included in plans, and it was clear that students were aware of these. Staging was good, with clear progression from familiar to unfamiliar, and potential difficulties were effectively identified and addressed.

T26 A good range of appropriate techniques was seen in use, including very good eliciting and prompting students to support each other, nomination, concept checking, and some choral repetition. Instructions were clear and often checked.

T27 Teachers made appropriate use of classroom technology and whiteboards or flipcharts. Although boardwork varied in tidiness, in stronger segments it was used very effectively as a working document in collaboration with students. Not all teachers paid attention to the layout of classrooms to facilitate students working together.

T28 Feedback to students was generally very helpful and encouraging, and teachers demonstrated a useful range of techniques for correction, including reformulating and facilitating self and peer correction. Some plans included delayed error correction and the phonemic chart was sometimes used in correcting pronunciation. Monitoring was used carefully and effectively to support and coach students as needed.

T29 Most teachers made use of short tasks and exercises to evaluate learning, and there was some very detailed checking of task completion, including homework.

T30 There were some instances where too much teacher focus and talking led to disengagement, and student contributions were not fully exploited. However, most teachers were able to establish good rapport through strong presence, good use of personalisation and well-graded language, and lessons included good pace and variety of both activity and interaction patterns.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with a large majority being good or better. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs and cultural background of the students, and led to helpful learning outcomes. In all lesson segments observed, techniques were varied and appropriate, and helpful feedback was provided to students. There were opportunities to evaluate learning in all lesson plans seen. Teachers' knowledge of and sensitivity to individual and whole class needs resulted in a positive learning atmosphere in nearly all classes.

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.	Strength
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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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

W1 Comprehensive systems and procedures are in place to ensure the safety and security of students and staff at both the Hammersmith and Ealing sites. These include a continuously staffed reception desk, security gates operated by electronic cards, detailed risk assessments, and health and safety measures. External consultants regularly advise the college on safety issues. Fire procedures are rigorous; regular fire drills are held and are logged. There are 33 trained fire marshals at Hammersmith, 13 at Ealing.

W2 A detailed and appropriate business continuity plan was provided towards the end of the inspection; this is an updated version of a document originally written in 2017. The updated plan is not currently known to all staff, although training is scheduled for early next year. At induction, students are given basic information on how to react to specific emergencies.

W3 There is a good range of pastoral support from the student services department, including regular visits at each site from a trained wellbeing adviser. A nominated staff member provides support for international students and holds regular tutorials for them. Teachers and department managers take a strong personal interest in the welfare of their students.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
Comments	
None.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	
<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	
The relevant criterion in this area is fully met.	
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W24 Students on year-round courses are not provided with a leisure programme. The Ealing summer course for students aged 16 years and over includes an optional social programme of London visits and weekend excursions. Events are led by teachers. Overall, the provision is appropriate, as the large majority of students are already living in the UK.	
W26 Risk assessments for leisure activities have been developed, but these are generic and do not take sufficient account of the specific risks associated with each activity or excursion destination.	

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.	Strength
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	N/a
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

There are a very few 16 and 17 year-old students on the year-round programme; at the time of the inspection there was one student, and there were two at peak. Occasional closed group courses with students typically aged 15 to 17 years are also offered. Groups range from 30 to 80 students and courses last one or two weeks. At the time of the inspection a closed group of 47 students aged 15–17 years was at the college on a one-week programme. On the adult summer programme in 2019 there were 110 students, of whom 15 were either 16 or 17 years old. The school also includes in its publicity a junior summer course in the Ealing premises for students aged 12 to 17 years, but this is managed and delivered by an external accredited organisation.

S1 A very detailed safeguarding policy is in place. The college's safeguarding and prevent panel meets every six weeks to monitor safeguarding issues and also receives an annual report on the safeguarding provision.

S2 Thorough training in safeguarding issues is provided for all staff. The designated safeguarding lead and her two deputies have had specialist training, with annual updates from external consultants. All staff have basic safeguarding training, with mandatory annual updates delivered by college staff.

S3 The parental consent form does not specify the level of care and support provided for under 18s. Consent forms are not routinely completed by parents or guardians enrolling under-18 students who are already based in the UK. The consent form for students on the junior summer course incorrectly states that responsibility for safeguarding issues is shared by the college and the external organisation delivering the course.

S4 In general, appropriate recruitment procedures are in place. Suitability checks are carried out on appointment, but not systematically updated thereafter. Records of references were sampled and found to be incomplete in some cases.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	February 2003
Last full inspection	2015
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	Externally validated pre-service teacher training courses. Stovner Norwegian programme: full school programme following the Norwegian curriculum in English.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Further Education College
Other accreditation/inspection	N/a

Premises profile

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

Student profile

Student profile	At inspection	In peak week: October (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	35	35
Full-time ELT (15+ hours per week) aged 16–17 years	37	80
Full-time ELT (15+ hours per week) aged under 16	10	0
Part-time ELT aged 18 years and over	317	320
Part-time ELT aged 16–17 years	1	2
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	400	437
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Spanish, Polish	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–35	18–35
Adult programmes: typical length of stay	6 months	6 months
Adult programmes: predominant nationalities	Spanish, Italian, Saudi Arabian	Spanish, Italian, Saudi Arabian

Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
	Total number of teachers on eligible ELT courses	17
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	13	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	Unknown	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
The HILS and the MILS are the main academic managers. The HILS was scheduled to teach three hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	13
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	19
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	N/a	