

Organisation name	English Path Young Learners, London
Inspection date	9–10 July 2025

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 safe, 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 accreditation with a spot check in 12 months.

Summary statement

The British Council inspected and accredited English Path Young Learners in July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language teaching organisation offers residential courses in general English for closed groups of under 18s from September to May in school premises and vacation courses for under 18s in university premises.

Strengths were noted in the areas of staff management, student administration, learning resources, academic staff profile, academic management, and course design.

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

Introduction

English Path (EP) is a subsidiary company of Global Education Group, a global provider of education based in Noida, India. EP provides language courses to adults, young learners and is also a pathway provider for university entrance. It has centres in London, Leeds, Manchester and Birmingham as well as overseas in Dubai, Paris, Malta, Toronto, Dublin and Madrid. The head office and first EP school at Greenford, opened in April 2021, but only online students were enrolled until September 2021, when courses became face-to-face. Their UK young learners provision started in 2022 and is currently based in London where they offer closed group courses from September to May on their Greenford site and summer provision at Middlesex University. Young learner summer courses were also offered at their Stratford centre this summer but did not run. In future, they intend to consolidate their summer offer in one London centre (currently at Middlesex University). They are seeking a separate accreditation for this young learner provision.

The inspection took place over one and a half days with two inspectors. Meetings were held with the global head of young learners, the global head of academics, the global head of admissions, the centre manager, the director of

studies, the activity manager and the head of facilities at Middlesex university. Focus groups were held with students, teachers, activity leaders and group leaders. One inspector visited the student residence. All teachers timetabled during the inspection were observed.

Address of main site/head office

891 Greenford Road, London UB6 0HE

Description of sites visited/observed

The young learners' summer school is located at Middlesex University's campus in Hendon (The Burroughs, Hendon, London NW4 4BT). The main entrance of the university opens out into a large atrium (the quad) where there is a reception desk, tables and chairs, two cafes and a security office. EP uses a corridor to the left of the quad for its operations and at the time of inspection was using six rooms; four as classrooms, one as a general office and the other as a teachers' room.

At the back of the quad is a corridor where there are male and female toilets and a vending machine. The corridor leads out into an open courtyard housing tables and benches for students, a basketball court, table-tennis tables and the students' union building where students have their meals. To the left of the courtyard is an indoor tennis court and a grassy area where students can relax or play ball games. The student residence is a 20-minute walk from the campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☐	☒	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

From May to September young learner courses are offered on the Greenford site for closed groups only (8 - 17). During the summer, closed groups (8 - 17) and individual students (13+) are accepted and courses are delivered at Middlesex university. As well as general English, EP offers specific courses in business English, art & drama with English and sustainable living with English but only general English was running at the time of inspection. Students can enrol for the basic explorer package of 15 hours of English, five half-day activities, one weekend trip and evening activities, an adventurer option with an additional excursion or experience at the weekend, or a discoverer package with a premium additional excursion or experience at the weekend.

Management profile

The young learners' operational provision is managed by the global head of young learners who reports to the managing director of the company. The centre manager and the operational staff report to her. The global head of academics line manages the director of studies who, in turn, manages the teachers. Both of these global managers have responsibility for the young learners' provision across the whole company and much of this provision is standardised where appropriate. Both the centre manager and the director of studies work in other parts of the organisation throughout the year.

Accommodation profile

All students are housed in residential accommodation 20 minutes' walk from the teaching centre. EP has sole use of three blocks of accommodation, each comprising six flats. Each flat has six single ensuite rooms and a communal kitchen. Students are placed in separate male and female flats. Group leaders and six EP staff are also accommodated at the residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the organisation operates to the benefit of the students, and in accordance with the provider's stated goals, values and publicity. The school has clear plans in place for the future, staff files were complete, and staff are well managed and receive good support and development opportunities. Customer service is well managed and effective. *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good 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. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a strong professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good support and development opportunities. The course is well-designed and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management* and *Course design and implementation* are areas of strength.

Welfare and student services

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

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	

M1 The goals and values of EP are evident in all key aspects of their processes, including recruitment, induction, publicity, appraisals and handbooks. They are also made known on noticeboards in classrooms.
M2 Objectives are comprehensive and cover all the main functions of the organisation. There are clear milestones to measure and monitor progress and to evidence how objectives are being achieved.
M4 There are multi-directional communication channels across the young learner operation. Teachers, group leaders, activity staff and students all corroborated the effectiveness and appropriateness of these various communication channels.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 There are comprehensive and robust human resources policies and staff reported that they were very well supported. Staff recruited near to the start of the summer school reported that onboarding processes were efficient and effective and that the human resources team was quick to respond to questions and queries.

M11 Evidence was seen of thorough induction processes being in place both before and after joining the team. Induction presentations are provided both about the organisation globally and about specific roles, and mentors are in place to provide support to new recruits.

M13 As well as mandatory training, staff are offered a very good range of training and development opportunities. Continuing professional development (CPD) programmes are managed centrally, and training is available for all staff to access online.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 The organisation has clear customer service standards outlining expected behaviours and service principles. Evidence was seen that these are used in staff induction and training to ensure a shared understanding of professionalism, responsiveness, and student care across all teams.

M15 Comprehensive pre-arrival information is sent to students and agents including pre-course brochures and factsheets outlining course content, arrival instructions and a specific young learners handbook.

M16 Enrolment is very well managed through a secure digital platform and a live enrolment dashboard is available to centre managers. Booking terms are shared in multiple formats and a standardised script and refund form is used for cancellations.

Publicity	Area of strength
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met

M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, a downloadable brochure and a range of social media. The website is considered the main medium.

M22 Information is clear and well written in plain English and frequently asked questions and infographics support comprehension. Translations are available in a range of languages and are approved by native speakers or agency partners.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Although evidence was seen of good communication with the facilities team at Middlesex University regarding safety and security, there is an over-reliance on the host institution's procedures. Risk assessments are too generic and do not fully address the specific risks to young learners on site.

P2 The premises provide a very comfortable and attractive environment for staff and students. Classrooms are spacious and in good repair, toilets are very clean, and the grounds are attractive and well maintained with pleasant seating areas.

P6 Teachers have their own separate room from activity leaders. The room is spacious and quiet with appropriate facilities for preparation, meetings and access to resources. Staff also have access to a room with a microwave and hot water facilities.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 A well-designed student workbook has been produced for young learners. The workbook is available at different levels and is used alongside a coursebook as an integrated element of the course.

P8 There is a comprehensive range of well-organised and up-to-date teaching resources for teachers both online and in hard copy. These materials are used to supplement the coursebook, the student workbook and project materials.

P9 All classrooms are very well equipped with interactive whiteboards and technical support is available on site. Teachers are given good advice and support on how to use this technology.

P10 Students receive workbooks and supplementary worksheets they can take home, encouraging continued practice outside the classroom. Teachers guide learners in using these materials to develop good study habits. Informal monitoring of independent learning occurs through teacher feedback and in-class follow-up.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. The director of studies provides good support and has devised a series of development sessions bespoke to the needs and the requests of the teaching team. She is well supported by the global head of academics who designed the curriculum and is her line manager. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. Teachers have appropriate qualifications for the courses offered and have experience of working with young learners.	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T5 The director of studies does not have a teaching timetable and can therefore cover for absent teachers, as can the global head of academics or the global head of young learners if necessary. The school can also call on a range of staff based at other centres. T7 New and returning teachers have a comprehensive induction and training package that starts before their arrival and continues into the end of the first week when they are expected to have completed an induction checklist. Induction includes time to plan lessons with an experienced buddy or academic manager. All teachers reported that the induction was well designed and helpful. T8 The director of studies is present and accessible in the teachers' room during both morning and afternoon sessions. There are check-ins each morning and a longer weekly teacher meeting that is minuted. Teachers reported that they felt very well supported. T9 Drop-in observations take place during the first week of teaching. Formal observations take place in week three with detailed feedback. Newly employed teachers have a short observation in their first week of teaching and receive feedback on delivery of their lessons. Observation reports form part of teacher appraisals at the end of the course.	
Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 Course design is clearly stated and takes a learner-centred approach that balances structured language input with practical activities and project work. The syllabus is well structured into three daily sessions: focused language skills using a coursebook, preparation linked to the activity programme and culture using bespoke EP workbooks at differing levels, and project-based learning loosely connected to the coursebook.

T12 The second session of each day has a clearly stated focus on afternoon activities and cultural awareness. This provides opportunities both inside and outside the classroom for students to use English in meaningful contexts.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this section are fully met.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	Sessions one and two of the three daily sessions.

Comments

All four teachers timetabled during the inspection were observed.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 On the whole, teachers provided accurate models of written and spoken English, and clear and relevant explanations suitable to the aims of the lesson and the level of the students.

T20 All content was appropriate to the level and interests of students, and anticipated problems in plans were appropriate.

T21 The staging of the lessons was generally coherent. Learning outcomes were well expressed on lesson plans and shared with students.

T22 A range of techniques was seen. These included elicitation, regular and integrated checking of understanding, references to learning outcomes and effective questioning and concept checking.

T23 On the whole, the classroom environment was well managed, including the seating arrangements. Whiteboards were used effectively, as was technology when it was used. Materials were engaging and personalised.

T24 Overall, students received appropriate and timely feedback and language was monitored during pair and group work. In some sessions there was a tendency to feed back on the task rather than on the language which resulted in some missed opportunities for error correction.

T25 In the majority of classes, students were engaged, particularly during competitive activities and when moving around the classroom. All teachers created a positive classroom atmosphere and there was good personalisation of information. Nomination and praise were also used effectively.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength
Comments	
W3 Tolerance and respect feature in the organisation's ethos and there are well-expressed policies on diversity and inclusivity. Procedures for dealing with abusive behaviour are widely promoted.	
W6 There is a very good provision of staff trained in first aid and procedures are in place to accompany students to hospital or health centres if necessary.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W9 Risk assessments lack sufficient detail on specific risks posed and inspections of accommodation are not recorded.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a

W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
Homestay accommodation is not offered to students on the young learners programme.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
All criteria in this area are fully met.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
There were 79 students aged under 18 at the time of the inspection and is their peak period. All criteria in this area are fully met.	

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	2022
Last full inspection	2022
Subsequent checks/visits (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	EP London/Canary Wharf, Birmingham, Leeds and Manchester
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	April 3rd 2021
Ownership	Name of company: English Path Education Ltd Company number: 10518921
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	EP Stratford, GEDU House, 260 High Street, London E15 2JA

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	41	41
Full-time ELT (15+ hours per week) aged under 16	38	38
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	79	79
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a

Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Saudi Arabian, Taiwanese	Saudi Arabian, Taiwanese

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	16	
Total number of support staff	16	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

The director of studies is not timetabled to teach. The global head of academics is not based on site but makes regular visits.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	2
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	4

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	0
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	79
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		

Staying in own home, with own family or in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	0	79
Overall total adults + under 18s	79	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 & W9 have been addressed.