

Organisation name	ES London
Inspection date	9–10 June 2026

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 continued accreditation.

Summary statement
The British Council inspected and accredited ES London in June 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, academic staff profile, academic management, course design, learner management, teaching, care of students, and leisure opportunities.

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

Introduction
ES World operates year-round English courses for students at ES London (ESL) and ES Dubai, as well as seasonal ES Camps programmes for young learners in London. Centralised management oversees HR, administration, admissions, finance, marketing, and sales across all operations. Shared systems, policies, and procedures are implemented across the organisation, with local adaptations where required. The group academic manager is the director of studies (DoS) at ES London.

In 2024, ESL expanded its year-round adult provision to include students aged 16+, and in 2025, the school relocated to its current premises. ES Camps operates from the same site under a separate British Council accreditation. While staff facilities are shared, adult and junior students are accommodated in separate areas of the building.

The inspection was conducted over one and a half days by two inspectors. Meetings were held with senior leaders and key staff, including the director, DoS, assistant DoS, compliance and welfare officer, office manager, social activities coordinator, and accommodation officer. Focus groups were conducted with students and teachers, and all teachers teaching during the inspection week were observed. One inspector conducted an online meeting with a residence representative, a remote visit to a shared house, and a discussion with the registered accommodation provider.

Address of main site/head office

27–28 Woburn Square, London WC1H 0AA

Description of sites visited/observed

The school is located on the University College London campus and occupies two former townhouses that have been combined into a single building. The ground floor includes a spacious reception area, lobby, and lounge, together with a second large lounge and kitchenette area. The staff room and academic office are located in the basement, while offices, toilet facilities, and 14 classrooms are distributed across the upper three floors.

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

General English courses of 15 hours per week are offered in the morning. Business English, IELTS and Speaking courses, each of 15 hours per week, are offered in the afternoons.

Management profile

The director reports to the CEO and is supported by the DoS and office manager. The DoS is supported by the assistant DoS and a senior teacher, while the office manager oversees the student services team.

Accommodation profile

Accommodation is offered in homestay, residence and shared house. Homestay accommodation is managed by two agencies registered with the British Council. The main residence in use offers studio and single en-suite accommodation with shared kitchens and communal areas as well as a range of other facilities. The shared house has capacity for up to eight students, mostly in twin rooms, with shared kitchen and relaxation space.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very effectively to the benefit of the students and in clear accordance with the school's stated goals, values and publicity. Communication is excellent, staff are very well managed, and student administration is carried out very efficiently and effectively. *Strategic and quality management*, *Staff management and development*, 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 very comfortable, pleasant 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. *Premises and facilities* 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 professional profile entirely appropriate to the context. Course design and learner management are very effective. Teachers receive excellent support, and the courses are very well managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision clearly meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from very well-managed student services, including out-of-class activities and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

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. There are very good arrangements for training and fostering awareness.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
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.	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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength
Comments	

M2 Clear and comprehensive strategic plans are in place and align with the organisation's goals and values. Progress towards objectives is regularly monitored and reviewed, with evidence of actions taken to achieve planned outcomes.

M4 Communication between staff, students, and their representatives is highly effective. A range of channels is used to share information, promote engagement, and ensure stakeholders remain well informed.

M5 Effective systems are in place to collect, record, and act on student feedback. Feedback is analysed thoroughly, with resulting actions communicated clearly to students and appropriately documented.

M6 A range of mechanisms is used to gather staff feedback. Evidence shows that feedback informs decision-making, and staff feel their views are valued and considered.

M7 Regular quality reviews take place at both school and group levels. These draw on multiple sources of evidence and perspectives to support continuous improvement and informed decision-making.

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.	Strength
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 HR policies and procedures are managed centrally, with support from an external advisory body. Staff feel valued, included, and well supported, contributing to a positive and rewarding working environment.

M11 Induction procedures are comprehensive and well structured, tailored to individual roles and needs, with effective support provided by managers and colleagues throughout the process.

M12 Robust appraisal and review processes recognise achievements, support development, and provide staff with regular positive and constructive feedback.

M13 A structured approach to CPD is in place, aligned with organisational, school, and individual priorities. Professional development is closely linked to appraisal processes, and staff are actively engaged in ongoing learning and development.

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.	Strength
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 A strong culture of customer service is embedded throughout the organisation and supported by management, staff, systems, and training. This is reflected in consistently positive feedback from students and their representatives.

M15 Students and their representatives receive clear and comprehensive information before arrival. Effective communication procedures ensure students are well informed before arrival, on arrival, and throughout their stay.

M16 Student records are maintained accurately and securely, with effective systems in place to ensure information remains current. Terms and conditions, including the refund policy, are clear and transparent.

M18 Attendance expectations and procedures are clearly communicated to students. Attendance records are accurate and accessible, with established processes for monitoring and following up attendance and punctuality concerns.

Publicity	Met
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.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength

M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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 comprises a website, a downloadable brochure and various social media sites. The main medium is the website

M23 Information on course content is very clearly and consistently presented across all courses. All of the required information is included.

M24 Additional costs for social programme activities are not included in publicity. This was addressed during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P2 The premises provide a highly comfortable environment for students and staff. Recently refurbished and purpose-designed, the facilities are finished to a high standard, with spacious and attractive areas available for students outside the classrooms. The premises are exceptionally clean and well maintained.

P3 Classrooms provide a highly suitable study environment, with good natural light, adjustable heating and ventilation, portable air conditioning units when needed, flexible furniture, and a quiet atmosphere.

P4 Two large lounges, a library, and a dedicated wellbeing room provide ample space for students to relax, eat, study, and socialise comfortably.

P5 Signage throughout the building is clear and effective, while noticeboards and displays are well presented, informative, and visually engaging.

Learning resources	Met
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.	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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in the above area are fully met.

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 entirely appropriate to the school's context. The academic management team has the qualifications and experience required to provide effective support and professional development for an experienced teaching team.	
The recruitment and support policy is very thorough, well considered, effectively devised and implemented in line with the stated course objectives and the student profile. Financial support is available to upgrade qualifications.	

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.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
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.	Strength
Comments	

T4 Teacher allocation and lesson timetabling are managed effectively, taking account of experience, preferences, and development needs. Timetables are well organised and communicated promptly to both staff and students.

T6 Procedures for continuous enrolment are highly effective, supported by clear guidance for teachers. New students are integrated smoothly through planned induction activities and individual tutorials during their first week.

T8 Effective arrangements are in place to provide teachers with ongoing guidance and support. Regular meetings with academic managers facilitate collaborative planning, while informal discussions encourage the sharing of ideas and effective practice.

T9 Observation and monitoring procedures are comprehensive and effective. Formal and informal observations inform professional development, and teachers receive detailed, constructive feedback that is valued and acted upon.

T10 A strong culture of professional development exists within the academic team. Staff engage in a range of development activities, including training sessions, peer observations, and external courses, and report that the school supports their professional growth effectively.

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.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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 closely aligned with the school's stated approach to learning and is well suited to the learning context. Comprehensive syllabi and schemes of work provide clear guidance for teachers, while study skills are effectively integrated throughout the curriculum.
T13 Student and staff feedback is systematically used to inform course development. Regular course review processes have resulted in improvements across programmes, particularly within the General English course.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Strength

Comments
T15 Students are assessed in all key language areas, including speaking. Adaptive testing procedures effectively identify individual strengths and learning needs, supporting accurate placement and progression.
T18 Students receive effective advice and guidance on examinations and progression opportunities. Specialist support is available from experienced staff, including the designated university counsellor and qualified IELTS examiners.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English, Integrated Skills, Business English, IELTS preparation

Comments
None.

Teaching: classroom observation	Area of strength
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.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
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.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
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.	Strength

Comments
T19 In nearly all segments, teachers produced accurate models of spoken and written language, gave relevant, concise and memorable examples and explanations, and provided appropriate support for pronunciation.
T20 The lesson content was based on course objectives and in the vast majority of cases the detailed class profiles showed an in-depth awareness of individuals' strengths and needs. The content, materials and activity types clearly reflected the background and preferences of students.
T21 On the whole the intended learning outcomes were made known to students and the sequencing of activities, linked to learning outcomes, was appropriate.

T22 In almost all lessons teachers demonstrated confident use of a wide range of techniques to present and practise language in an engaging way. Elicitation was effective, instructions were clear and checking was consistent.

T23 The vast majority of teachers demonstrated expert management of resources, making competent, confident and imaginative use of technology. Movement and interaction between students was managed very well.

T24 Generally students received and benefitted from useful feedback on their performance, including delayed error correction and appropriate positive feedback.

T25 In most lessons learning was evaluated effectively. Relevant activities were included to give students opportunities to see how well they could perform against learning outcomes and reference was made to work covered in previous lessons.

T26 There was a positive learning atmosphere in all lessons. Teachers established good rapport and trust with students, managed a balanced range of interactions and activities effectively, and students were engaged and motivated throughout.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W2 There is an explicit welfare policy which links to other relevant policies and documents, and all staff are encouraged to be aware of students' potential needs. Good digital systems allow comprehensive recording and tracking of any welfare issues. A number of staff members are trained in mental health first aid.

W3 Tolerance and respect are clearly part of the organisation's ethos. There is range of well-expressed policies and procedures relevant to this area, and key elements are communicated to students in appropriate ways, including through posters, induction briefings and the student handbook.

W5 Comprehensive advice on all aspects of travel to and life in the UK is made available to students, particularly through the welcome pack sent out prior to arrival. Information is up to date and very clearly and attractively set out, and there are good, clear arrangements for transfer where required.

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.	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

All criteria in this sub section are fully met.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this sub section are fully met.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in this sub section is fully met.

Leisure opportunities	Area of strength
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.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 The school's social programme is energetically promoted and information on the weekly programme of events is widely available. Photos and reports of social events are used on the student portal and through social media to encourage participation. Some photos and videos also feature to help create a picture of a student's journey throughout their stay. In addition, class trips are organised by teachers.

W20 A wide variety of activities is planned for each week, as well as a monthly overview. Care is taken to reflect the interests of the student population, and any activities unsuitable for under 18s are appropriately managed. Students in the focus group were very enthusiastic about all aspects of the programme.

W21 All activities are carefully planned and prepared, and effectively organised. The social activities coordinator is very proactive and accompanies all activities. Teachers often join activities; both staff and students are well briefed.

W22 Appropriate risk assessments are produced, along with briefing talks. The coordinator is first aid trained and accompanies all activities. There are clear, risk-assessed arrangements for occasions when teachers take their students out.

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.	Strength
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

Students aged 16 to 17 are accepted on adult courses year round. At the time of the inspection, three under 18s were in the school. The ES Camps seasonal junior programmes operate under a separate accreditation in the same building.

S2 The policy is clearly linked to a range of other relevant policies and procedures. All staff receive basic awareness training, and both the DSL and DDSL are trained to specialist level. In addition, the two DSOs have advanced level training. The DDSL also provides regular input and awareness training and advice. Students are made aware of relevant points and there are photographs and details of the safeguarding team on posters around the school.

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)	2024 spot check (started to enrol under 18s) 2025 spot check (new premises)
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools	ES Camps for junior vacation courses
Other related non-accredited schools	ES Dubai (English language school)

Private sector

Date of foundation	19 January 2022
Ownership	Name of company: ES Training Limited T/A ES London Company number: 13858902
Other accreditation/inspection	ISI

Premises profile

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

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	63	78
Full-time ELT (15+ hours per week) aged 16–17 years	3	4
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
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	66	82
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	18–35	16–49
Adult programmes: typical length of stay	4–12 weeks	4–8 weeks
Adult programmes: predominant nationalities	Chinese, South Korean, Brazilian, Colombian	Saudi Arabian, Brazilian, South Korean, Turkish
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak (July)
Total number of teachers on eligible ELT courses	7	8
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	5	

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	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2

Comments

Academic managers are not timetabled to teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	6
ATEFL 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	7

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	2	0
Private home	0	0
Home tuition	0	0
Residential	8	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	5	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	48	3
Overall totals adults/under 18s	63	3
Overall total adults + under 18s	66	

Points to be addressed

None.