

Organisation name	GG Colleges
Inspection date	11–12 June 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 continued accreditation.

Summary statement

The British Council inspected and accredited GG Colleges, London (Golders Green and Oxford Street centres) in June 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 private language school offers courses in general English and examination preparation courses for adults (18+) and young people (16+).

Strengths were noted in the areas of Staff management and Care of students.

There is a need for improvement in Premises and facilities.

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

Introduction

Golders Green College (GGC) was founded in 1941, as Golders Green School of English. The school was taken over in 1990 and operated as a limited company until 2022 when the school was sold to the current owners. A second branch was opened in Oxford Street in August 2024 soon followed by the acquisition of a third centre in nearby Covent Garden (ABC School of English) which has separate accreditation. The three schools are collectively known as GG Colleges, London.

The inspection was conducted by two inspectors and lasted two days. Meetings were held with the principal, the group academic director, the operations manager, the head of international student recruitment, the director of studies (Oxford Street and ABC), the assistant director of studies (Oxford Street), the registrar and welfare officer (Oxford Street), the registrar and welfare officer (Golders Green), and the social activities coordinator. Focus group meetings were held with a selection of students from each centre and with teachers at each school. All teachers timetabled during the inspection period were observed. One inspector visited one homestay remotely and spoke to a representative from an accommodation agency providing homestay and residential student accommodation.

Address of main site/head office

11 Golders Green Road, London NW11 8DY

Description of sites visited/observed

The Golders Green school is located close to Golders Green station. Access to the premises is from a single entrance at street level and the school occupies three floors above currently unoccupied commercial units. The reception is at the top of the first flight of stairs, adjacent to a small staffroom and resource centre for teachers, also used as the office of the group academic director (GAD). A photocopier is also located here. Staff also have access to a roof terrace on this level. There are five classrooms over the upper floors. On the mezzanine floor there is a small kitchen for staff use only and two single-occupancy toilets shared by staff and students.

The Oxford Street (OS) branch is located close to Tottenham Court Road station. The entrance from the street leads to a reception area on the first floor. A glass partition separates reception from an office area where the operations manager (OM), director of studies (DoS), and assistant director of studies (ADoS) work. Also on the first floor is a student lounge separated from a classroom by a glass partition. A short staircase leads to a single occupancy unisex toilet, a further classroom, and a fire escape. The second and third floors each have two classrooms. A further staircase leads to a teachers' room in the loft. Another single occupancy unisex toilet can be found on the second floor.

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

Comments

The school offers general English and examination preparation courses.

Management profile

The GAD, DoS and OM report to the principal. The GAD is based at the Golders Green school (GG), the DoS works from the third centre which is not included in this inspection (ABC) but visits the Oxford Street centre every day, and the ADoS works permanently from Oxford Street. The OM visits both sites on a daily basis. The principal visits all three schools on a weekly basis. At GG, a registrar reports to the OM. At OS, a receptionist and an activities coordinator report to the OM.

Accommodation profile

The provider offers adult students bed and breakfast, self-catering and half-board homestay accommodation in single rooms organised by both a British Council registered agency and through the school's small number of homestays. Adult students can also book residence accommodation again via a British Council registered agency. Students aged 16 to 17 can only book half-board homestay accommodation. One inspector visited one host remotely and spoke to the agency representative.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of students, and in accordance with the provider's stated goals, values, and publicity. *Staff management* is an area of strength.

Premises and resources

Overall, the provision meets the section standard. The premises at both centres are safe. At Oxford Street they provide students and staff with a comfortable and professional environment for work and relaxation but the premises at Golders Green are less professionally presented. A range of learning resources is available, appropriate to the age and needs of students. There is a need for improvement in *Premises and facilities*.

Teaching and learning

The provision meets the section standard. 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.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with a very good level of pastoral care. The school offers a good range of comfortable, conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of the students and is very well managed. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. On the whole, there is good provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. There is a very clear and comprehensive safeguarding policy, and staff are appropriately trained to implement it.

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.	Not met

Comments
M2 The business plan lacks sufficient detail on how objectives will be achieved and a realistic time frame for their completion.
M7 Formalised review systems and processes to ensure continuing improvement are not in place.

Staff management and development	Area of strength
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 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
M11 Comprehensive induction procedures are in place for all new staff, including job shadowing and ongoing training. Detailed induction checklists ensure all relevant aspects of the role are covered.
M12 There are clear appraisal procedures for all members of staff which include target setting, identifying areas for improvement and achievements ("strengths" and "stretches") which inform future CPD opportunities.
M13 There is a well-established CPD programme for all staff. Appraisals identify development needs and opportunities, and financial support is available to upgrade qualifications.

Student administration	Met
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.	Met
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.	Not 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 Customer service training is provided to all staff, including a video and quiz to demonstrate examples of good customer care. Staff are supported by efficient IT systems. Feedback from students was very positive in this area.
M15 Information and advice is provided by a central sales team and in-country representatives, as well as multilingual staff at the school. Students receive regular tutorials during their course providing further opportunities for advice and guidance.
M18 While there is an effective and consistently applied policy on student attendance, levels of absence are significant. The causes of absence are not followed up or sufficiently investigated.

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.	Not 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.	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

The main source of publicity is the website. The school also produces a brochure for the GGC group as well as individual brochures for each school. The school subscribes to a number of social media platforms.

M21 There are no images of the premises and facilities at the Oxford Street school in either the brochure or on the website. Photos used in the GG brochure are not captioned and could therefore be misleading, as some images are not of the school and show facilities such as an IWB which the school no longer has.

Premises and resources

Premises and facilities	Need for improvement
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.	Not met
P3 Classrooms and other learning areas provide a suitable study environment.	Not 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.	Not met

Comments

P2 The premises at OS are in an excellent state of repair and decoration. However, at GG toilet facilities are limited and there is minimal circulation space.

P3 Classrooms at OS are very suitable. At GG, classrooms are used as storage areas for unwanted or unused equipment and resources which limits flexibility and looks unprofessional.

P4 At OS space for students is entirely appropriate. At GG there is no dedicated student area although there is a wide choice of food and drink outlets within very close proximity to the school. Classrooms are made available for students during break times.

P5 Emergency signage is appropriate in both schools. Noticeboards at OS are attractively presented whereas at GG they are not well organised or uniformly presented, often including notices that appear to be very old.

P6 Space and storage facilities for staff at OS is appropriate but at GG the teachers' room is cramped with very little space for teachers to carry out preparation and marking.

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.	Not 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

P7 Learning resources are well organised and accessible at OS. At GG there is an abundance of out-of-date, shabby or inaccessible material in the teachers' room as well as in certain classrooms. Classroom resources in the teachers' drive is, however, well organised.

Teaching and learning

Academic staff profile	Met
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 appropriate to the schools' context.	
The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Met
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.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
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.	Met
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	
T6 Insufficient guidance is provided for teachers on managing continuous enrolment, part-time students and trial lessons.	
T9 A range of observations take place which serve to monitor and develop teachers and inform the CPD programme, including walk by, peer and formal observations. Feedback is detailed and supportive, with a clear focus on development. Teachers at the focus group commented very positively on the observation process.	
T10 There is a strong culture of learning and continuous development at the schools and support for upgrading qualifications and attending external events is available. Teachers have access to past CPD sessions on the academic drive and in addition to regular in-house sessions, external webinars are promoted by the GAD.	

Course design and implementation	Met
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.	Met
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.	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	
All criteria in this area are fully met.	

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 area are fully met.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All

Comments

The ADoS was included in the teachers observed as she was teaching a regular class for 15 hours during the week of the inspection.

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.	Strength
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.	Strength
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.	Strength
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 The vast majority of teachers provided accurate models of both spoken and written form with relevant and memorable examples. Parts of speech were consistently provided or elicited. There was good attention to pronunciation, further supported by the use of the phonemic script and stress marks.

T20 Lesson plans were linked to course objectives and in better segments the content was adapted or personalised to further address students' needs.

T21 Learning outcomes were made clear to students on whiteboards and weekly plans which were explicitly referred to in better segments. Potential difficulties were anticipated and appropriate solutions considered. Supplementary materials and activities were provided to further assist students to achieve the overall objectives of the lesson.

T22 Teachers demonstrated a wide range of techniques including nomination, prompting, and effective drilling. Concept checking was mostly consistent, and instructions were clear on the whole but in weaker segments somewhat garbled.

T23 Students were grouped well in most cases and IT, when used, was well managed and employed a good use of colour and clearly presented materials. In stronger segments the coursebook was used imaginatively and supplementary materials were thoroughly exploited. Whiteboards, however, were often very cluttered and difficult to read.

T24 Almost all teachers monitored closely and provided useful feedback. A confident use of error correction techniques included on-the-spot, delayed, self and peer correction, and appropriate praise was offered. Students clearly felt comfortable to offer opinions and contributions in all classes.

T25 Short assessment activities were included in lessons to enable students and teachers to evaluate learning.

T26 In nearly all lessons students were engaged, challenged and motivated, although weaker segments were rather teacher centred with instances of excessive teacher talk. However, all teachers had developed a good rapport with their students and most lessons had a good variety of activities and brisk pace.

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.	Strength
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.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W1 The emergency plan is robust, practical, accessible and written with expert input. Students are given clear, brief, useful guidance on what to do in an emergency both on and off-site. Summaries of the plan are added to risk assessments for leisure activities.

W2 Welfare provision is very good. Students' needs are identified swiftly, dealt with tactfully and appropriately recorded. All staff are encouraged to be aware of the importance of pastoral care. Two members of staff have mental health first aid training.

W3 Diversity, inclusivity and respect form a key feature of the school's ethos and are energetically promoted in all aspects of school life.

W6 The provider has a very good provision of first aid trained staff in relation to its size.

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 area are fully met.

<i>Accommodation: homestay only</i>	
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 area 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.	Met
Comments	
All criteria in this area are fully met.	
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.	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.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W20 The leisure programme offers a very good range of activities and excursions relative to the size of its provision. It caters to differing interests and ages and very good care is taken to avoid any repetition of activity. W21 The leisure programme is very well organised and enthusiastically delivered. Teachers are involved, briefed well and students' input and feedback is valued.	

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.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
The school enrolls students aged 16 to 17 on its adult programmes. At the time of the inspection there were four such students in GG and one in OS. In the peak month, July, the provider estimates seven students aged 16 to 17 in GG and eight in OS.	
S1 There is a comprehensive safeguarding policy in place giving clear rules and guidance to everyone in the organisation. It is supported by handbooks, codes of conduct, incident-reporting documentation and in inductions for both staff and students.	

S2 The school takes appropriate steps to ensure the safeguarding policy is known to all staff. All staff are required to sign the code of practice. In addition to the DSL three members of the administration team are trained to specialist level.

S4 There were no references on file for one homestay.

S6 Although rules and procedures were generally appropriate to safeguard students outside the scheduled programme, there was insufficient clarity regarding the need for specific, written, permission if a student wishes to have weekends or overnights away.

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	2004
Last full inspection	2021 (compliance)
Subsequent checks/visits (if applicable)	November 2024
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	ABC School of English
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1941
Ownership	Name of company: Golders Green College and School of English Ltd Company number: 06898579
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	N/a

Student profile

Student profile	At inspection		Estimate at peak	
	At inspection		July	
ELT/ESOL students (eligible courses)	At inspection		July	
Full-time ELT (15+ hours per week) 18 years and over	GG 30	OS 11	35	20
Full-time ELT (15+ hours per week) aged 16–17 years	3	0	5	3

Full-time ELT (15+ hours per week) aged under 16	0		0	
Part-time ELT aged 18 years and over	20	5	30	10
Part-time ELT aged 16–17 years	1	1	2	5
Part-time ELT aged under 16 years	0		0	
Overall total ELT/ESOL students shown above	54 + 17 = 71		72 + 38 = 110	
Adult programmes: advertised minimum age	16		16	
Adult programmes: typical age range	22		22	
Adult programmes: typical length of stay	12 weeks		12 weeks	
Adult programmes: predominant nationalities	Japanese, Saudi Arabian, Spanish	Iranian, Turkish, Chinese	Japanese, Iranian	Iranian, Spanish
Junior programmes: advertised minimum age	7		7	
Junior programmes: advertised maximum age	17		17	
Junior programmes: typical length of stay	2 weeks		2 weeks	
Junior programmes: predominant nationalities	N/a		Georgian	

Staff profile	At inspection		Estimate at peak	
Total number of teachers on eligible ELT courses	GG 6	OS 1	GG 8	OS 5
Number teaching ELT 20 hours and over a week	2	0		
Number teaching ELT under 20 hours a week	4	1		
Number of academic managers for eligible ELT courses	1	2	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	3		
Total number of support staff	0			

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	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3
Comments	
The ADoS was teaching 15 hours per week during the inspection week.	

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	GG 3	OS 0	0	
Private home	0		0	
Home tuition	0		0	
Residential	GG 0	OS 1	0	
Hotel/guesthouse	0		0	
Independent self-catering e.g. flats, bedsits, student houses	0		0	
<i>Arranged by student/family/guardian</i>				
Staying with own family	GG 1	OS 0	GG 4	OS 1
Staying in privately rented rooms/flats	GG 45	OS 17	0	
Overall totals adults/under 18s	49 GG + 17 OS = 66		4 GG + 1 OS = 5	
Overall total adults + under 18s	71			

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S4 and S6 have been addressed.