

Organisation name	Islington Centre for English, London
Inspection date	30 July – 1 August 2019

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M10, Publicity and S4 have been addressed.

Summary statement
<p>The British Council inspected and accredited Islington Centre for English in August 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language school offers courses in general, academic and professional English for adults (18+) and young people (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of student administration and academic management.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The Islington Centre for English was founded in 2004. It is located in two adjoining buildings in Islington, central London, close to Angel underground station. During peak periods the school uses additional classrooms at a nearby youth centre.

The school primarily offers courses for adults (18+) and young people (16+). Most of the school's students are working and living in London, although the number of students enrolling from overseas is increasing. Courses are also offered to closed groups of juniors aged 11 to 15.

The inspection was carried out by two inspectors and took two and a half days. They held meetings with the owner/director, the director of studies, the head of administration, the groups co-ordinator and the leisure programme co-ordinator. In addition, they held a teacher focus group and two student focus groups, one for adults, and one for under 18s. All 14 teachers timetabled to teach during the week of the inspection were observed. One inspector spoke by phone to the agency responsible for providing all the accommodation.

Address of main site/head office

97 and 98 White Lion Street, London N1 9PF

Description of sites visited

The school is located in two adjacent three-storey buildings. Each is accessed via a keypad entry system. One building contains six classrooms; the reception area including the administration office where the receptionist, groups leader and director of administration are based; and two toilets. The other building has five classrooms, the staffroom, the director of studies' office, the owner/director's office and two toilets. Both buildings have quiet study rooms for students.

In addition, one inspector visited additional classrooms that the school uses for closed groups during busy periods at a nearby youth centre (45 White Lion Street). This site was not in use at the time of the inspection.

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 checked="" 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 checked="" 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

Classes for adults (18+) and young people (16+) are offered at all levels from elementary to advanced. At the time of the inspection, preparation courses leading to externally validated exams and IELTS tests were also running, as well as one business English class. Classes take place four times per day, in the mornings, early afternoon, late afternoon and evenings. Classes last for two hours 45 minutes per day, making a total of 12.5 hours per week. Students can choose to study one time slot or more. In addition, students who have other commitments are given the option of studying part time for two, three or four days per week. Additional language skills workshops of an hour and a quarter are offered twice per week. Closed group classes for juniors aged 11–15 focus on general English and project work.

Management profile

The owner/director is based in the school and has overall responsibility. He manages the director of administration and the director of studies, as well as the human resources and finance officer and IT support. The director of administration manages the accommodation, groups and administrative functions of the organisation. The director of studies manages the teaching team.

Accommodation profile

Accommodation for students aged 18+ is offered in homestay, student halls of residence and house shares. Accommodation is not arranged for students aged under 18 studying on adult courses. However, accommodation for closed groups of students aged under 18 can be arranged in student residences or in homestay. All accommodation arrangements are made through two agencies, both of which are registered with the British Council.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the school operates to the benefit of the students and in accordance with the provider's clearly stated goals and values and approach to customer service. The structure of the organisation is clear and effective and student administration is carried out very efficiently. *Student administration* is an area of strength. Publicity, particularly the brochure, may give rise to unrealistic expectations. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students with an appropriate environment for study and relaxation. A range of learning resources is available, appropriate to the age and needs of the students, and appropriate guidance is provided for students and staff where needed.

Teaching and learning

The provision meets the standard and exceeds it in some respects. Overall, the academic staff profile is appropriate to the context. Course design is adequate and learner management is effective. Teachers receive very good support from the academic manager and, overall, courses are managed to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* is an area 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, as appropriate to the context. Students benefit from well-managed student services and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 on the school premises and in leisure activities organised by the school. The accommodation arranged for closed groups of under 18s is suitable.

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.	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.	Strength
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.	Strength
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 organisation has clear goals and values which have been developed in collaboration with staff, and are apparent throughout the school's day-to-day operations.
M3 There is a structure in place which is clearly communicated to staff and students through handbooks, induction and informal conversations. Roles are clearly defined, but also overlap, ensuring that cover is in place for management roles.
M5 Student feedback is systematically collected, recorded and acted upon and forms part of weekly management meetings.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments
M10 A recruitment policy is in place, but procedures are not implemented effectively because roles and responsibilities within the policy are not clearly defined.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments
M14 Customer service is of a consistently high level, as evidenced by student feedback and in the student focus group. Members of the customer-facing team are effectively managed, trained and resourced in order to be able to cover each other's roles.
M15 Pre-course information is comprehensive and communicated via a variety of channels. Noticeboards are informative. In the focus group meeting, students reported that all staff are helpful, approachable and offer useful advice.
M16 Terms and conditions are clear and are translated into seven languages. Students fed back that they were very happy with enrolment procedures. The school has on file examples of cancellations and refunds which demonstrate a student-friendly process.
M19 There is a clear attendance policy which is made known to students. There is an effective system for noting, communicating and following up student absence. Clear records are kept, and repeated attendance or punctuality issues are dealt with systematically and sensitively.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Courses are publicised through a brochure, website and social media. The brochure and the website are the main media of publicity, with the brochure intended for education tour operators and the website for the general public. Social media channels provide regular updates on school activities.

M27 The brochure describes all accommodation offered as excellent, when in fact, a range of accommodation options is arranged via an agency registered with the British Council. Although meeting the Scheme's requirements, not all the accommodation offered can be described as 'excellent'.

M28 The brochure describes all staff as qualified native English-speaking teachers, but this is not the case.

M29 An out-of-date version of the Accreditation Scheme marque is used in the current brochure.

Premises and resources

Premises and facilities	Need for improvement
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

All criteria in this area are fully met.

Learning resources	Need for improvement
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 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 this area are fully met.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 Four teachers did not have a Level 6 qualification. The rationales for three teachers were accepted in the context of this inspection, as they demonstrated engagement with post-school learning and substantial life experience. One rationale was not accepted because it did not demonstrate the same level of learning and experience. In addition, the proportion of teachers without a Level 6 qualification was considered to be too high.

T2 One teacher did not have a TEFLI qualification. The rationale for his employment was accepted in the context of this inspection, on the grounds that the course he has taken included 120 hours of input and six hours of observed teaching with feedback. In addition, he has extensive experience teaching adults and has participated in a range of professional development activities.

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

Comments

T7 There are clear and effective arrangements in place for covering absent teachers. There is a cover teacher available on site, and back-up cover teachers available at short notice.

T9 The director of studies is approachable and available for day-to-day support. In the focus group, teachers highlighted the value of informal meetings to exchange ideas, as well as peer observations, which they are encouraged to undertake.

T10 There is a programme of formal observations and feedback in place, as well as informal drop-in observations. The director of studies particularly supports new and inexperienced teachers through observations and feedback.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T12 There is no evidence of course design being reviewed or of consultation with students or staff to identify changing needs.

T13 Course outlines are not available to students in an appropriate format. In some classes schemes of work are posted on the wall, but these are not presented in a student-friendly format.

Learner management

Met

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Met

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

Met

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

Met

Comments

T18 Students take progress tests every two weeks. Teachers keep records of assessments and progress both of which are linked to an external assessment framework. The director or studies checks on student progress records regularly.

Classroom observation record

Number of teachers seen	14
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Number of observations	14
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Parts of programme(s) observed	All
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Comments

None.

Teaching: classroom observation

Met

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.

Met

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.

Met

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

Met

T27 Teachers promote learning by the effective management of the classroom environment and resources.

Met

T28 Students receive appropriate and timely feedback on their performance during the lesson.

Met

T29 Lessons include activities to evaluate whether learning is taking place.

Met

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.

Strength

Comments

T23 Teachers produced accurate spoken and written models of the language. In stronger segments, boardwork included helpful information such as phonemic script and parts of speech. Overall, language was explained clearly with relevant and concise examples.

T24 Nearly all lesson plans included a student profile which demonstrated an awareness of students' strengths and needs. However, in almost all cases there was no evidence to demonstrate that student profiles had been taken into account in the planning of objectives and activities.

T25 Lessons were generally well ordered and activities appropriately focused on a learning outcome. However, in weaker segments, there was no evidence of outcomes being made known to students.

T26 Overall, there was evidence of techniques including nomination, questioning and prompting being used

confidently. However, the range of techniques employed was limited.

T27 Management of resources and the classroom environment was satisfactory in most cases. Instructions were clear and the interactive white board was sometimes used confidently and creatively.

T28 Teachers monitored activities closely, and there was good use of praise to motivate students. However, there were sometimes missed opportunities for in-depth feedback or correction.

T29 In general, teachers used short tasks, often directly from the coursebook, to evaluate learning. In stronger segments, teachers evaluated and consolidated previous learning by referring to it in class. However, in weaker segments, tasks were vague and it was not clear how they were linked to what was being learnt.

T30 In most segments, teachers personalised activities, graded language appropriately, paid attention to students' needs and contributions. This resulted in high levels of student engagement and a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from excellent to satisfactory, with the majority being satisfactory. Teachers produced appropriate models of the language. Lesson planning was appropriate and lessons were coherent, well paced and activities were focused around learning outcomes. Teaching techniques were limited in range, but used confidently. Resources were mostly managed competently, and teachers provided feedback on performance and evaluated learning. In general, students were highly engaged.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 A written risk assessment was in place for the additional premises which had recently been used for a closed group of students aged under 18. However, the risks associated with sharing the building with other users, and steps taken to mitigate the risk, had not been detailed. This information was formally included in the risk assessment during the time of the inspection; this is no longer a point to be addressed.

W3 The pastoral care provided for all students is very good, as appropriate for the age of the students and the context. Appreciation of the care provided is evident from written feedback and was voiced by students in the focus groups.

W6 At the time of enrolment students are given very clear and detailed information about all forms of transport.

W7 Students are given helpful and timely advice on relevant aspects of life in the UK: via a 'welcome' website made available at the time of enrolment, and via social media, handbooks, posters and display screens during their stay. New students have a tour of the local amenities.

W8 The information and advice given to students to enable them to access health care provision is of a high standard. The school has good links with local health providers.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met

W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 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.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 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

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

W21 Helpful information and advice is made available to students before the start of their course. Evidence was provided to demonstrate that advice is readily available in case of difficulties.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Students are given good information about local amenities and events, and encouraged to take advantage of the opportunities on offer in order to enhance their experience of studying in London.

W25 The programme is very well organised and run by one of the teachers, with the aid of a member of the welfare team who conducts local tours.

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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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

At the time of the inspection there were 12 students aged under 18 studying on adult courses. Throughout the year there are usually low numbers: two or three at any one time. Two or three times per year short courses (two to three weeks) are held for closed groups of students aged under 18s; in July 2019 there was a group of 54 students. The younger students (aged 11 to 15) were taught separately in an additional building; the students aged 16 and 17 were integrated into adult classes in the main school.

S4 There was insufficient evidence on file of two references for all members of staff recruited after January 2014. Some DBS checks are more than three years old. However, all requirements are fully met for recently recruited staff and the school's recruitment policies are in line with the Scheme's requirements. The school is aware of the need for more formalised systems for checking and recording information about all categories of staff. A start was made during the inspection on rectifying the shortcomings.

S7 The school does not arrange accommodation for students under the age of 18 attending adult courses. Most students aged under 18 are staying with family members. The accommodation and groups co-ordinator, who is also the designated safeguarding lead, contacts parents before the start of the course to check the accommodation arrangements for all individually enrolled students aged under 18.

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	2007
Last full inspection	May 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a

Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Cactus foreign language evening classes
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	July 2004
Ownership	Name of company: Islington Centre for English Ltd Company number: 06042054
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection and not visited	None

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	54	68
Full-time ELT (15+ hours per week) aged 16–17 years	7	14
Full-time ELT (15+ hours per week) aged under 16	0	54
Part-time ELT aged 18 years and over	170	223
Part-time ELT aged 16–17 years	5	13
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	236	372
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	Russian	Russian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–24	19–24
Adult programmes: typical length of stay	4–5 weeks	4–5 weeks
Adult programmes: predominant nationalities	Italian, French, Spanish, Brazilian, Japanese	Italian, French, Spanish, Brazilian, Japanese & Russian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	16
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection		Number of academic managers
Professional qualifications		
TEFLQ qualification		1
Academic managers without TEFLQ qualification or three years relevant experience		0

Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	12
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	14
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	3	0
Private home	0	0
Home tuition	0	0
Residential	0	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	222	11
Staying in privately rented rooms/flats		0
Overall totals adults/under 18s	225	11
Overall total adults + under 18s	236	