

Organisation name	Nacel English School, London
Inspection date	25–26 September 2024 and 17 July 2025

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

Recommendation
We recommend continued accreditation-

Summary statement

The British Council inspected and accredited Nacel English School, London in September 2024 and July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and young people (16+), for closed groups of under 18s, and summer vacation courses for under 18s.

Strengths were noted in the areas of staff management, student administration, premises and facilities, and learner management.

The inspection report noted a need for improvement in the areas academic staff profile.

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

Introduction

Nacel English School, formerly Twin Towers English College, was acquired in 2015 by Media Travel SA who also own Investissements et Participations SAS, a French company with a very large educational travel agency. This agency has been offering a range of language programmes abroad since 1967, including high school programmes, summer camps, and language courses in a number of European countries, North America and Japan. The agency also works with accredited schools in the UK, as well as with their own school in London.

The school offers open enrolment general English courses for adults and young people (16+), including examination-preparation courses, and one-to-one lessons. Programmes of closed groups for students aged 12 to

17 are also offered and in July 2024 the school launched summer camp courses for students aged 11–17 at a secondary boarding school in Watford.

The inspection consisted of two separate visits: the first, to the main campus, was conducted by two inspectors and lasted two days; the second, focusing primarily on the YL campus, was also carried out by two inspectors over one day. At the main campus the inspectors had meetings with the UK senior executive, who manages the school, the academic manager (AM), the administration manager, the accommodation manager, the administration assistant, and the activities manager. A meeting with a representative from Stanborough Secondary school was also held, which included a tour of the school's premises and facilities. Focus group meetings were held with a group of students and with a group of teachers. One inspector had virtual calls with three homestays and visited the school's student house, Nacel House. All teachers teaching on the days of the inspection were observed. At the summer centre, inspectors met with the camp manager/director, the activities manager, the senior manager for Nacel, and the academic manager. Focus meetings were held with a group of students, a group of teachers, some of the activity leaders and one group leader. One inspector visited the on-site accommodation.

Address of main site/head office

53 Ballards Lane, London N3 1XP

Description of sites visited

The school is located on the ground and first floors of newly rebuilt premises (2022). It is self-contained but has emergency exit access into the residential block above and adjacent to the school, which is also owned by the parent organisation. Next door to the school, a café which occupies premises leased by the parent company, offers discounted food and drink to staff and students. The school opens to a welcoming entrance and reception area leading to the senior executive's office, a small lounge area, four classrooms, a teachers' room with access to a small patio, the AM's office and three individual toilet cubicles. Stairs lead from the reception area to the first floor which comprises a small student lounge and kitchen, three individual toilets, and four classrooms, one of which leads to an outside seating area with table and chairs for students.

The school also has sole use of classrooms, accommodation and facilities at Stanborough Secondary school (Stanborough Park, Watford WD25 9JT) when the junior summer camp is running. The 40-acre site includes a large indoor sports hall, an assembly hall, two computer labs, a football pitch and tennis courts. Full board is offered, with meals taken in the dining hall and on-site accommodation provided in a range of ensuite, multi-bedded rooms.

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

Full-time and part-time courses are offered in general English, including examination preparation. Local students can enrol on a part-time basis (two to five mornings or afternoons per week), and part-time courses are offered in the evening and on Saturdays. Students aged 16–17 are accepted on adult courses. One-to-one teaching is also available. Closed courses for students aged 12 to 17 are also run.

The residential summer camp programme for students aged 11–17 years at Stanborough Secondary School in Watford includes 15 hours of tuition with afternoon and evening activities or excursions managed by Nacel school staff. ~~The programme was not running at the time of the inspection.~~

Management profile

The UK senior executive reports to the board of directors, which meets formally every two to three months. The managing director also visits the school periodically and the senior executive is in regular contact with the director of international development.

At school level, the UK senior executive is line manager for the AM, the accommodation manager, and the administration manager. At the summer centre, the camp manager (TEFLi), who reports to the senior manager and AM, has overall responsibility for the summer centre. He is assisted by an activities director, activities leaders, and a camp secretary.

Accommodation profile

Accommodation for adults is arranged in homestays, student residences and shared apartments. The provider has exclusive use of one residence and manages its own homestays. Other residences and shared apartments are run by external agencies. Residences offer single or double ensuite rooms or shared bathrooms and shared kitchens. Homestays and the school's own residence are within an easy walk or bus ride from the school. Adult students in homestays can choose half board, self-catering or bed and breakfast. Students under 18 can only book half board homestay accommodation.

Summer camp accommodation for students aged between 11 and 17 years-old is in ~~multi-occupancy~~ ensuite rooms with 3-4 beds. Students are grouped according to age, gender and rooming preference. Boys and girls are on separate floors. There are robust security systems in place including fob access to each block and individual rooms, and CCTV.

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 the students, and in accordance with provider's stated goals, values and publicity. ~~although a clear statement describing the organisation's goals and values is lacking, and publicity is misleading in certain areas.~~ *Staff management* and *Student administration* are areas of strength. ~~There is a need for improvement in *Publicity*.~~

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable and professional environment for work and relaxation, ~~although premises risk assessments are insufficient in scope.~~ 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 (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive generally sufficient guidance to ensure that they support students effectively in their learning. Overall, courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength. There is a need for improvement in *Academic staff profile*.

Welfare and student services

The provision meets the section standard. ~~Overall,~~ The school provides its students with appropriate pastoral care, ~~but the critical incident plan lacks substance.~~ The school and offers a wide range of comfortable, and conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of the students.

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 any leisure activities or accommodation provided.

Declaration of legal and regulatory compliance

~~Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.~~ 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.	Not met
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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The school has a statement of goals and values, but this is not shared with all members of staff.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 A comprehensive employment handbook with expert external input is widely available. Staff commented that they feel valued and well supported.

M11 Induction procedures are very thorough and include the opportunity to shadow colleagues. Useful checklists ensure all essential information is covered at various stages during the induction period.

M13 There is a structured approach to CPD for all staff and funding is available for training and activities delivered by expert outside trainers.

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.	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.	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 Consistently good feedback is received from agents, group leaders, and students, as confirmed during the focus group. Good cover procedures are in place and staff are easily able to retrieve information on any aspect of a student's enrolment.

M15 Comprehensive pre-course information is provided by a multilingual admin team. Regular student tutorials offer support and guidance during courses, including free mock tests should students consider changing to an examination course.

M18 The attendance policy is clearly written, widely available and well managed. Cases of student absence are promptly and systematically followed up and comprehensive records maintained.

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.	Met
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

The main source of publicity is the website. The school also produces a calendar and has a social media presence.

~~M23 Students were accepted onto summer camp programmes below the advertised minimum age. Maximum class sizes at the main school are exceeded on occasions.~~

~~M24 Approximate costs for leisure programme activities are not made clear.~~

~~M27 Descriptions of staff qualifications do not apply to the full range of staff at all times.~~

~~M28 Incorrect accreditation and English UK marques are used on a number of publicity documents.~~

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.	Met
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 main premises are in a very good state of repair and decoration and are spotlessly clean; they offer a very comfortable environment for staff and students. The summer camp premises are entirely appropriate and include access to well-maintained grounds and good sports and recreation facilities.

P4 Students have a small lounge and well-equipped kitchen area in addition to an outdoor terrace with tables and chairs. A café offering a wide selection of food and drink with student discount is located immediately next door. Lounges with comfortable seating, TV and games are available on each floor of the summer centre accommodation blocks, in addition to the extensive outdoor areas.

P5 Signage is very well presented and clearly branded throughout the school. Noticeboards are attractively displayed and include comprehensive information for students on a wide range of topics.

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 this section are fully met.	

Teaching and learning

Academic staff profile	Need for improvement
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 largely appropriate to the school's context. The recruitment and support policy is currently not sufficiently well devised in line with the stated course objectives. Information for teachers on closed junior groups and the summer camp lack sufficient guidance, and there is no evidence of individual support plans for members of the academic team requiring additional support.	

Academic management	Met
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.	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.	Met
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 deployment is linked to professional experience, CPD and appraisals, as well as personal preference. The AM also implements a rotation policy to ensure that all teachers have the opportunity to develop professionally by working on different course types and at different levels.

T6 Insufficient written guidance is provided for teachers on dealing with continuous enrolment and students attending on a part-time basis.

T10 There is financial support for the professional development of all academic staff and evidence was provided that staff have benefited from this. This includes monthly CPD sessions linked to observations and appraisals, and organised peer observations.

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.	Not 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	
There is insufficient guidance for teachers on planning the junior summer camp programme.	

Learner management	Area of strength
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.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
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	
T16 Students are tested regularly, followed by a personal tutorial with their teacher in which their progress and future learning goals are discussed. Progress reports are professionally presented and based on clear evidence.	
T17 Detailed placement test interview notes, including a needs analysis, are updated during tutorials with teachers. There are effective procedures in place for students wishing to change class which are made known to teachers and students.	
T18 Students wishing to follow examination courses take a mock test. Records of examination results are maintained and show good pass rates. Support is available from the AM as well as an external adviser should students wish to progress to mainstream UK education.	

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All
Comments	

Only adult courses at the main site were running at the time of the first inspection. All parts of the academic programme were observed during observations at the summer centre.

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.	Met

T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	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 Almost all teachers demonstrated a sound knowledge of linguistic systems. Target and emergent language was clearly modelled in both spoken and written form. In a significant number of lessons, attention was paid to parts of speech and stress marks, and phonemes were indicated.

T20 All teachers provided detailed lesson plans leading to clear learning outcomes based on the coursebook or syllabus for each level. Student profiles were also provided but it was not made clear how the content of the lessons was based on their learning needs or interests.

T21 Learning outcomes were shared with students on whiteboards in most lessons and available on weekly plans posted in classrooms.

T22 A range of teaching techniques was observed, including, in better segments, a good use of nomination to ensure all students were contributing, elicitation, prompting and concept check questions. Instructions were often checked and there were several examples of robust and effective drilling.

T23 Classrooms were generally appropriately managed. Whiteboards were mostly well organised and included a good use of colour. Students were grouped effectively on the whole.

T24 Teachers monitored well and provided feedback on both content and language. Error correction was consistent, and students were actively encouraged to self and peer correct. An appropriate use of praise was also observed.

T25 Lessons included a series of activities to enable teachers and students to evaluate learning was taking place. Reinforcement activities were included to demonstrate the effective use of recently learned language.

T26 There was a positive learning atmosphere in the majority of lessons. Students were engaged and motivated, and activities were personalised to ensure interest. Most lessons had a dynamic pace and included a variety of activities, and most teachers were warm and encouraging. However, in weaker segments teachers dominated and the relevance of some activities was questionable resulting in some students losing interest.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
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.	Met

Comments

W1 A comprehensive plan is in place, however it has not been disseminated to relevant staff.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 The accommodation visited was of a high standard and the homestays were easy walking distance to the school. Student rooms in homestays and the student house provided a very comfortable environment. Hosts were experienced and hospitable. This was confirmed by positive feedback from students at the focus group meeting. Accommodation at the summer centre is also entirely appropriate. W12 The homestay agreement and manual provide a comprehensive, practical and robust guide to all aspects of hosting.

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 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.	Met

Comments

All criteria in this section 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 provides an interesting variety of on and off-site activities that are both educational and cultural. Teacher and student input into the content of the programme is regularly sought and acted on. W21 Teachers are actively involved in leisure activities, the content of which is adapted according to student requests and interests. Staff are fully briefed prior to excursions and activity leaders commented that they felt well supported.

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

At the time of the inspection there were two students aged 16–17 on adult courses. At peak in July the provider had 50 students aged 12–16 and 38 students aged 16–17 on junior courses, and 21 aged 16–17 on adult courses. At the summer centre there were 27 students in total, 10 aged 16–17 and 17 students under the age of 16. The total figure rises to 89 students in total during the peak period in August.

S2 In addition to the named designated safeguarding leads all management and supervisory staff are trained to specialist safeguarding level. All staff are required to sign the code of practice. Evidence was seen that confirms all staff with supervisory roles involving under 18s are well briefed on their responsibilities. Students are made sensitively and tactfully aware of the relevant aspects of the safeguarding policy.

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	March 2019
Subsequent checks/visits (if applicable)	None
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1990 School (Nacel group 1957)
Ownership	Media Travel SA (MD: Laurent Huc)
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	Summer camp at: Stanborough Secondary School, Stanborough Park, Watford WD25 9JT

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July August
Full-time ELT (15+ hours per week) 18 years and over	61	86
Full-time ELT (15+ hours per week) aged 16–17 years	1 10	59 35
Full-time ELT (15+ hours per week) aged under 16	0 17	50 54
Part-time ELT aged 18 years and over	23	28
Part-time ELT aged 16–17 years	1	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	86 27	223 89
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–40	16–30
Adult programmes: typical length of stay	4–12 weeks	2–12 weeks
Adult programmes: predominant nationalities	Brazilian, Japanese	Brazilian, French, Japanese, Italian
Junior programmes: advertised minimum age	12–11	12 main school 11 summer camp
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1–2 weeks	1–2 weeks
Junior programmes: predominant nationalities	French, Mexican, Japanese, Portuguese, Italian, Brazilian	French, Mexican, Japanese

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	8	12
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	4 6	
Number of academic managers for eligible ELT courses	1 2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5 6	
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	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	1

Comments

The AM was not scheduled to teach during the week of the inspection. The camp manager (TEFLi) at the summer centre has academic management responsibilities under the guidance of the AM.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
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	1
Total	6

Comments

One of the teachers at the main school has a non-ELT related QTS qualification without an ELT qualification.

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	21	0
Private home	0	0
Home tuition	0	0
Residential	6	26
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	25	1
Staying in privately rented rooms/flats	32	0
Overall totals adults/under 18s	84	2
Overall total adults + under 18s	27	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in have been addressed. The evidence was subsequently submitted.