

Organisation name	Nacel English School, London
Inspection date	12–13 March 2019

<b>Section standards</b>	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2, S3 and S4 have been addressed.

**Summary statement**

The British Council inspected and accredited Nacel English School in March 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of academic staff profile, academic management, and learner management.

The inspection report noted a need for improvement in the area of publicity.

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

## Introduction

Nacel English School, formerly known as Twin Towers English College, was acquired in 2015 by Investissements et Participations SAS, a French company with a very large educational travel agency. This agency, Nacel, 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. Nacel also works with accredited schools in the UK, as well as with their own school in London.

The school offers general English courses for adults and young people (16+), including examination-preparation courses, courses for closed groups for students aged 12 to 17, and one-to-one.

The inspection lasted two days. The inspectors had meetings with the UK senior executive, who manages the school, the director of studies (DoS) and the assistant director of studies (ADoS), the administration manager, the accommodation officer, and the administration officer. Focus group meetings were held with students and teachers. All teachers teaching on the days of the inspection were observed. One inspector visited three homestays and made telephone calls to two accommodation agencies used by the school.

## Address of main site/head office

53–55 Ballards Lane, London N3 1XP

## Description of sites visited

The main site at 53–55 Ballards Lane is on the first and second floors of a converted commercial building on a shopping street close to Finchley Central underground station. As well as a reception area, there are offices, five classrooms, a teachers' room, a student common room and a resources and study room.

The second site (62 Ballards Lane, London N3 2BY), which was also in use at the time of the inspection, is directly opposite the main site, on the first floor of a modern office building. There are four classrooms, a small teachers' room/resources room and a storage room.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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

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 per week), and part-time courses are offered in the evening and on Saturday. 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. These may include lessons related to places of interest taking place outside the classroom. Recent groups have come from Japan, Thailand and Portugal. At the time of the inspection, the school was running a short course for French business students. These students were integrated into general English morning classes but taught separately by their own specialist teacher in the afternoon, with Nacel also providing project supervision and language support for the afternoon classes.

## 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. At school level, the UK senior executive is line manager for the administration manager, who is also the school's deputy manager, and the academic manager (the DoS), each of whom in turn manages a number of other staff.

## Accommodation profile

The school provides both homestay and residential accommodation options, although the vast majority of students stay in homestays.

Homestays are normally provided directly by the school, although in emergencies the school has used an agency to satisfy demand. As this information only came to light towards the end of the inspection, there was no opportunity to inspect this accommodation. The school provides homestay accommodation to adult students, and students under 18 on a half-board basis with full board at weekends.

A small amount of residential accommodation is provided through two external agencies, one of which is registered with the British Council. The residences provided by the other agency at the time of the inspection have been recently visited by one of the inspectors and found to be entirely satisfactory.

During the inspection, one inspector visited three of the school's homestays, and spoke on the phone with both residential accommodation agencies.

## Summary of inspection findings

### Management

The provision meets the section standard. Communications are good and there are well established systems to ensure that the management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. 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 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.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The professional profile of the academic staff team is well suited to the context and teachers benefit from a good range of continuing professional development opportunities. Courses are structured and managed to ensure that students are effectively supported in their learning. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard. Measures are in place to ensure the safety and security of students on the premises, but there is not yet a comprehensive plan in place for dealing with emergencies. Accommodation is suitable, although efforts must be made to ensure that all accommodation offered is monitored. The leisure programme is well managed by an experienced member of staff.

### Safeguarding under 18s

The provision meets the section standard. The training and the dissemination of information relating to the safeguarding of under 18s is well provided for, as is the safety and security of under 18s during lessons and activities. However, procedures regarding parental consent are not sufficiently rigorous to ensure the safety of under 18s during their free time.

### 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.	Not 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	Met

times.	
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

M1 The school has a motto, which is widely displayed, but there is no detailed statement of goals and values. An explanation of how the motto informs practice was provided during the inspection, but this needs to be formalised and included in the employee handbook.

M2 At the time of the inspection there was insufficient evidence of a systematic approach to review or forward planning. Inspectors were given a revised planning document during the inspection, which meets the criterion. This is no longer a point to be addressed.

M4 There is good communication at a formal level, through regular minuted meetings and email and, on a less formal level, through the school's open-door policy. The school manager is in almost daily contact with the board of directors, and representatives of the board visit the school regularly. Homestay hosts are invited to a Christmas party.

<b>Staff management and development</b>	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.	Strength
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.	Strength
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.	Strength

### Comments

M10 References were incomplete for some recently employed members of staff. The required documents were provided in the course of the inspection and this is no longer a point to be addressed.

M11 Induction procedures are checklist-based and thorough. All new staff do a safeguarding quiz. Teachers may be able to observe classes before they start work, and new administrative staff shadow more experienced colleagues.

M12 Alongside capability and disciplinary procedures, there is a well established appraisal system for all staff. Guidance notes make it clear that this should be seen as a constructive positive experience. The DoS holds individual monthly review meetings with all teachers.

M13 There is financial support for the continuing professional development of all staff and evidence was provided that staff have benefited. For teachers, this includes monthly CPD sessions and organised peer observation.

<b>Student administration</b>	Met
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.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
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.	Met
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 Both written student feedback and comments from students in the focus group were very positive.

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.	Not 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.	Not 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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The main medium of publicity is the website, where there is a downloadable pdf describing courses.

M23 There are occasional minor proofreading errors, but these do not affect communication. The language used in the website is often inaccessible.

M24 Course objectives are not described. Public holidays are not listed.

M25 The cost of examination fees is not indicated.

M27 Publicity does not make it clear that in an emergency an agency may be used to source homestay accommodation. The term 'homestay family' is used without any indication of the range of homestay hosts.

M29 The version of the marque used is no longer current. This marque is also used on pages advertising non-eligible courses (e.g., in coding, professional sports coaching).

#### Premises and resources

Premises and facilities	Met
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.	Not met

#### Comments

P6 Although both teachers' rooms are lockable, there is no provision for individual secure storage.

Learning resources	Met
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	Met

with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
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

P10 A room is allocated for independent study. The two locked cabinets in this room contain a wide variety of textbooks and examination practice books, some readers, and DVDs, all of which can be borrowed against a small deposit. The course fee includes access to a commercial e-learning course, with the duration of entitlement being based on the length of the course purchased.

### Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

#### Comments

T3 Teachers have broad experience of the course types and levels taught (see also T5). The team includes individuals who can bring specialist experience to the teaching of, for example, law, journalism, and business.

T4 Both academic managers are TEFLQ and have good experience in both teaching and management roles.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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.	Strength
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

T5 Teacher deployment is based on a clear policy. Teachers' experience and preferences are taken into account but the school 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 Timetabling takes careful account of students' and teachers' needs and class size. Classrooms are rotated weekly so that all classes have access to a classroom with an interactive whiteboard (IWB). Teachers who need an IWB for a specific lesson can also negotiate a swap.

T7 Cover procedures are very clear and good cover is available.

T8 Good systems are in place. There is an efficient placement testing system and teachers have established routines for dealing with the integration of new students.

T9 Teachers are very well supported. Both academic managers are easily accessible and staff were very positive about the support available, which includes regular one-to-one meetings to discuss progress and problems.

T10 There are excellent arrangements for monitoring and observation. Teachers are observed every term by an academic manager but also assessed on their administrative performance. Applicants for teaching posts do a demonstration lesson as part of the interview procedure, and new teachers are observed again soon after appointment. Observation records make specific reference to points for development from the previous observation.

<b>Course design and implementation</b>	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.	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.	Strength
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

T13 Coursebooks and weekly plans in classrooms provide a basic indication of what will be covered. However, intended learning outcomes are not stated.

T14 Extended Realia classes are carefully designed to combine language learning with out-of-class experience.

<b>Learner management</b>	Area of strength
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.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

### Comments

T18 Students do a test every six weeks, and this is followed by a tutorial. Reports comment on progress.

T20 Students who wish to be admitted to an examination-preparation class are required to do a mock test. Students are advised when to take a test. Records of examination results are maintained and these show very high pass rates.

T21 All students receive a certificate with a grade referenced to the levels of the Common European Framework of Reference. Students who have studied for at least four weeks are also given a performance report, which includes their grades, comments on their performance and suggestions. Reports are available on request for students in closed groups.

T22 Information and advice is available from two sources. The school can provide initial guidance, but free advice is also available from a specialist agency with which the school has an arrangement.

### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

### Comments

One teacher was not teaching on the days of the inspection.

<b>Teaching: classroom observation</b>	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	Met

cultural backgrounds of the students have been taken into account.	
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.	Met

### Comments

T23 In general, teachers demonstrated sound knowledge and awareness. However, the use of written models to support oral input was inconsistent across lessons.

T24 In most of the lessons observed the selection of teaching points was appropriate to students' level. Some teachers also provided opportunities for students to talk about their own countries. Detailed profiles of individual students had been drawn up, and teachers had reflected on how to deal with anticipated problems; however, there was no clear evidence in lesson plans of how these considerations had informed decision-making concerning differentiation.

T25 Lessons had been carefully planned to provide for both language input and skills development in a coherent series of stages. Most lesson plans contained learning outcomes framed in terms of what students would be able to do by the end of the lesson, but some were essentially statements of teacher aims. It was not always clear whether or how the outcomes of a specific lesson had been made known to students.

T26 A range of techniques was seen across classes, including good elicitation, prompting, and concept checking. Teachers made an effort to involve all students, and some used student responses as a starting point for linguistic extension. Drilling, when used, was at choral level only.

T27 Textbooks, whiteboards, interactive whiteboards, and other resources, such as students' mobile phones, were used to support learning. Phoneme and irregular verb charts were often displayed in places where it would be difficult to exploit them effectively. Interaction patterns were varied in some but not all classes.

T28 Most lessons provided for feedback on learner performance.

T29 Evaluation of learning was observed in most lessons.

T30 Teachers were, in general, relaxed and purposeful, and students were fully engaged. In a minority of cases, teachers did not adapt what they had planned to take account of student difficulties.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to less than satisfactory, with the majority being satisfactory or better. Teachers demonstrated sound knowledge of language systems and awareness of language use, and lessons had been planned to meet students' needs through a coherent series of activities. Teaching techniques were appropriate, resources effectively managed, and feedback provided on student production. Students were fully engaged.

### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Not 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.	Met
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met

W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
<p>W1 Measures to ensure the safety and security of students are in place. These include fire and premises risk assessments, drawn up with the support of an external provider. Fire marshal training has been provided for one member of staff. Entrance to the second building is monitored by CCTV, and students under the age of 18 are required to sign in at reception. Students under the age of 16 in junior groups are required to wear lanyards. In addition, all staff are provided with a comprehensive health and safety booklet.</p> <p>W2 The school has a critical incident plan as part of the safeguarding policy, but at present this amounts to a general statement of approach. During the inspection a more developed version was produced. However, this is not yet complete nor has it been made known to staff or students.</p>	
<b>Accommodation (W9–W22 as applicable)</b>	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.	Not 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.	Strength
<b>Comments</b>	
<p>W11 Evidence was discovered during the inspection that the school has used an external agency to provide homestay accommodation during busy periods. The agency was recommended by the school's head office in France, but no monitoring visits were made.</p> <p>W15 The homestay providers visited showed a keen awareness of the need to provide a healthy and varied diet, particularly for younger students. There was also a clear indication that they vary the diet according to the nationality of the student staying. The school provides clear guidelines to the providers on the provision of food, and feedback from students on meals was good. Students under 16 are provided with packed lunches by the school during the week.</p>	
<i>Accommodation: homestay only</i>	
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
<b>Comments</b>	
All criteria in this area are fully met.	
<i>Accommodation: other</i>	
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.	Not met
<b>Comments</b>	
W22 The school currently recommends a range of alternative accommodation, including hotels, hostels, and shared apartments. In most cases, the school also books this accommodation for the students. However, there are currently no monitoring systems in place.	

<b>Leisure opportunities</b>	Met
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.	Met
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

W25 All activities are led by teachers, who are briefed in advance by the organiser. Vocabulary worksheets are provided for all weekly excursions, and more detailed worksheets are given to students studying on realia courses. To encourage student engagement in the programme, polls are conducted on social media channels to discover which activities students would most like to attend in future months. Collated feedback from students was positive.

#### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Not 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

The school accepts 16 and 17 year olds on their adult courses. The school also accepts students from 12 to 17 in closed groups. At the time of the inspection there were three under 18s in the school enrolled on adult courses.

S1 The detailed safeguarding policy was drawn up in consultation with an external provider of specialist safeguarding training. The policy is supported by a range of practical documents, including under-18 student information sheets, an incident reporting form, and an information sheet on what to do if a student under the age of 18 is lost.

S2 Training is thorough throughout the organisation, with five members of staff having received face-to-face specialist training, including the designated safeguarding lead and the deputy designated safeguarding lead. All other staff within the school have received initial safeguarding training, and completed a quiz on the school's safeguarding policy. A separate quiz is given to homestay providers who accept students under the age of 18.

S3 The school has a range of parental consent forms in place for different age groups, and different contexts. However, the form for 16 and 17 year-olds staying in accommodation arranged by the school currently allows for parents, who may not have sufficient local knowledge to judge the risks involved, to give written permission for these students to stay out overnight as well as go on holiday with friends. There were consent forms on file for only two of the three under 18s in the school at the time of the inspection; the exception was a student staying with a family member.

S4 The school has systems in place to ensure that all adults with substantial access to under 18s undergo suitability checks. Two references are required for all new homestays recruited, but as yet no attempt has been made to ensure that the required references are in place for homestay providers recruited since 2016.

S6 Rules relating to the supervision and safety of students outside the scheduled programme are clear and made known to hosts and group leaders. Parents are made aware of the rules but can give written permission for

students aged 16 and 17 to stay out overnight and go on holiday with friends, which is not appropriate in all contexts. See S3.

### 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	November 2007
Last full inspection	October 2015
Subsequent spot check (if applicable)	October 2016
Subsequent supplementary check (if applicable)	April 2017
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1990 (as Twin Towers)
Ownership	Name of company: Nacel English School London Company number: 3915611 Owned by: Investissement et Participations SAS
Other accreditation/inspection	ISI

### Premises profile

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

### Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	36	80
Full-time ELT (15+ hours per week) aged 16–17 years	3	20
Full-time ELT (15+ hours per week) aged under 16	0	5
Part-time ELT aged 18 years and over	64	40
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	103	145

Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	French, Italian, Japanese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	10–25 weeks	2 weeks
Adult programmes: predominant nationalities	French, Italian, Japanese	French, Italian, Japanese

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	8
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	N/a	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

The teaching hours of academic managers can vary from term to term. At the time of the inspection, both academic managers were teaching 15 hours (mornings). The deputy academic manager can be called upon for additional afternoon teaching, as necessary.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	

One of the teachers included in these figures was not teaching on the days of the inspection.

### 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	15	1
Private home	0	0
Home tuition	0	0
Residential	1	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student	0	0

houses		
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2
Staying in privately rented rooms/flats	84	0
Overall totals adults/under 18s	100	3
Overall total adults + under 18s	103	