

Organisation name	St Giles International, London Highgate
Inspection date	14–15 April 2026

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

Recommendation
We recommend continued accreditation. Evidence must be submitted within three months to demonstrate that weaknesses in P1 and W1 have been addressed.

Summary statement

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

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, and safeguarding under 18s.

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

Introduction

The first St Giles school was established in London in 1955, and the St Giles group remains a family-owned organisation. St Giles International London Highgate is a well-established school within the organisation.

The inspection took one and a half days. Meetings were held with the principal/acting DoS, the assistant director of studies (ADoS), the two student services officers, the accommodation coordinator, and the social programme coordinator. Focus group meetings were held with the teachers, with a group of adult students and with the junior group. All teachers timetabled during the inspection were observed by one or other of the inspectors. One of the inspectors had video calls with three homestay hosts and visited a residence in use at the time of the inspection.

Address of main site/head office

51 Shepherds Hill, London N6 5QP

Description of sites visited

St Giles London Highgate is located in a quiet residential area in North London. The school building is owned by the organisation and is surrounded by gardens. The entrance hall on the ground floor leads into the open plan front office and reception. Offices, meeting rooms, staff room, and resources' room are located on the ground floor. On the lower ground floor, which has access to the garden, there are three classrooms and a cafeteria. Upstairs there are currently 13 functioning classrooms spread over two floors and a mezzanine.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English classes for 20 or 28 lessons per week. The afternoon options offered are Global English for Living or Global English for Work. The school's minimum age is 14. Juniors aged 14–15 are taught in separate classes whenever possible, but during the inspection were placed with adults in the afternoon classes. Students aged 16 and 17 are usually enrolled on adult courses but may also be placed in junior classes.

Management profile

The team is led by the principal who, in addition to being the designated safeguarding lead, is responsible for building management, student services and accommodation, as well as oversight of the academic management team. At the time of the inspection, the DoS was on temporary leave of absence, and the principal was acting DoS, supported by the ADoS. Registration and finance are both centralised for the St Giles group and are run out of head office.

Accommodation profile

The school provides both homestay and residential accommodation. The residential option is located in north London, and the school has an allocation of 23 rooms there which it shares with its school in central London. The majority of homestay is managed in house; however, at peak times, the school also works with a British Council-registered homestay agency. In addition, a list of recommended local hotels can be provided to students on request.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very effectively to the benefit of the students and in clear accordance with the school's stated goals, values and publicity. The structure of the organisation is well established, communication is excellent and student administration is carried out very efficiently and effectively. *Strategic and quality management, Staff management and development, and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile, appropriate to the courses offered. There are generally good systems in place to provide academic and learner management and support. However, teacher observations and development, and aspects of course design require attention. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Student needs for security, pastoral care, information and leisure activities are generally met. Students benefit from well-managed student services, including, suitable accommodation. The emergency plans do not include some essential procedures and plans for the leisure programme are lacking.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	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 goals and values of the organisation are clearly understood and articulated by management and are well aligned with the context of the school and how it operates. The school's mission is very clearly communicated to all stakeholders.

M2 Clear strategic plans are in place at school level, with evidence of work undertaken to achieve stated objectives and of ongoing monitoring and review.

M3 The structure of the school is clearly defined, documented and well understood by staff, students and their representatives. The school is effectively supported by head office structures, functions and systems.

M4 Communication with staff, students and their representatives is very effective. Excellent use is made of a range of communication channels inside the school and there are good opportunities, including annual conferences, for management and staff to communicate across the organisation.

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

Comments

M8 Staff feel valued, included and well supported. Policies, procedures and the culture of the organisation ensure a rewarding working environment.

M11 Induction procedures are thorough and well structured, tailored to the role and the individual, and delivered through several stages with strong support from managers and colleagues.

M12 Robust and supportive appraisals and reviews are in place to formally recognise and celebrate achievements and to identify areas for development. Positive and constructive feedback is communicated to staff.

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 There is a strong culture of customer service throughout the organisation. This is supported by management, staff, IT systems and training. As a result, there is consistently good feedback from students and their representatives.

M15 Students and their representatives receive very clear and comprehensive information before arrival and during their stay. Enquiries are dealt with by central office, and there is very good communication between local and central teams to ensure accurate information is shared at all times.

M18 There is a clear attendance policy and rules which are made clear to students. Attendance records are accurate and easily accessible to teachers and managers. There are well-established procedures for the systematic follow-up of attendance and punctuality problems.

Publicity	Area of strength
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.	Not 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	
Publicity includes a generic St Giles International website with sections for specific centres, fact sheets about schools and accommodation options, a brochure, a course dates and prices document, and a number of social media sites.	
M23 The minimum age for general English courses for adults is specified as 16. It is not made clear that sometimes under 16s join these classes.	
M24 The costs for the leisure programme are not given.	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Met
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.	Strength
Comments	
P1 No risk assessments have been carried out on the residence used by adult students.	
P4 With a large lounge, cafeteria, and inviting outdoor spaces, students have plenty of room to relax, eat, and socialise comfortably.	
P5 There is excellent signage throughout the building as well as noticeboards and displays which are visually attractive and informative.	
P6 A teachers' preparation room and an adjacent staff relaxation room provide ample space for staff. Personal lockers are provided and the relaxation room includes tea and coffee making facilities, a fridge and a microwave,	

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All criteria in the above area are fully met.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. Both the acting DoS (the principal) and the ADoS are very well qualified and experienced, and a high proportion of teachers at the time of the inspection was very experienced and TEFLQ.

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. Account is taken of the different organisation, teacher and student profile at different times of the year and appropriate planning is in place.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not 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.	Met

Comments

T7 Teacher induction is thorough and includes a range of meetings and support mechanisms. Induction is followed up to ensure that teachers have integrated effectively into their roles.

T8 There is excellent day-to-day guidance and support in place both from the academic managers and also from the very experienced teachers for the less experienced. Teachers in the focus group reported that they felt very well supported.

T9 The observation policy is for all teachers to be observed annually. However, this has not been the case. Teachers who have been observed have not, in all cases, received appropriate action planning.

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

T11 The weekly eight-hour afternoon course, supported by a Life Competencies framework, does not have a clearly outlined language-learning focus. While schemes of work were in place for weeks one to six, the course had reached week nine at the time of inspection.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	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.	Met
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Comments

T16 There are very effective procedures for evaluating, monitoring and recording students' progress. End-of-course certificates report overall and separate skills' levels aligned to the Common European Framework descriptors. However, these levels are largely based on internal testing and assessment by teachers.

T17 The tutorial system allows teachers to provide personalised support and guidance for students and additional study support is available from the academic managers. There are also useful guides on the e-learning app.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English adult and junior morning classes. An afternoon option class (Global English for Living) mixed age.

Comments

None.

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.	Met
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.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Examples and explanations were relevant, concise, and memorable, with a good focus on meaning and clear indication of language use in context. Clear modelling and explanations were provided.

T20 Content and activity types reflected students' backgrounds and preferences, and detailed class profiles demonstrated awareness of individual strengths and needs. However, in some cases where learning preferences and needs had been identified, there was no evidence of how these would be accommodated.

T21 In the majority of lessons, learning outcomes, referring to what students would know or be able to do, were introduced at the start of class and made clear throughout the lesson. The class content and sequencing of activities led students to their learning outcomes effectively.

T22 A good range of techniques was observed including clear instruction giving and consistent checking. Effective elicitation, prompting, and sensitive questioning were used, with regular checking of understanding.

T23 The majority of teachers used available learning resources, including interactive and standard whiteboards, confidently and to good effect. Table arrangements were purposefully organised to facilitate groupings.

T24 Most teachers monitored students' performance during activities, providing useful, spontaneous feedback focused on target language and pronunciation. Corrections were delivered positively and encouragingly. However, in some cases, opportunities to correct errors were missed and the range of correction techniques was limited.

T25 Activities relevant to the class focus were included to give students opportunities to assess their performance against learning outcomes. Stronger segments incorporated a reflective stage where learning objectives were assessed, alongside monitoring during activities and class feedback.

T26 Teachers generally promoted a positive and inclusive learning atmosphere and, in most lessons, learners remained actively engaged throughout lessons.

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 The plan to respond to emergencies does not include situations when students are off site. Also, several staff members were unaware of the plan or procedures to follow in the event of an emergency.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in the above area are fully met.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in the above area are fully met.	
<i>Accommodation: other</i>	
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	
Both criteria in the above area are fully met.	
Leisure opportunities	Met

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.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Not met
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	
W21 Although the leisure programme is generally well organised, written plans and itineraries for activities and excursions are not in place.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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 minimum enrolment age is 14, although the school does occasionally accept students from the age of 12 in closed groups. At the time of inspection there were 14 students under the age of 18. At peak times more than half of the students are aged under 18. The school usually has separate classes for 14/15-year-olds but on occasion they will be placed in adult groups.

S1 The school has a comprehensive safeguarding policy that is clearly written in accessible language. The principal engages regularly with other principals in the group to share effective practice and to inform the ongoing review and updating of safeguarding policy and procedures.

S2 All staff are introduced to the safeguarding policy during induction and receive very useful training appropriate to their roles. Staff have suitable levels of safeguarding training, and homestay hosts are also provided with good safeguarding guidance. Very good information is given to all stakeholders in the form of specific guides and summaries.

S5 Attendance is recorded for all classes and monitored promptly, with appropriate follow-up action taken in the event of any absence involving students under 18. Students under 18 are clearly identified by their lanyards. Activities suitable for students under 18 are clearly identified within the social programme and students are aware which activities they must attend. Very clear mechanisms, including checklists, parental consent and detailed risk assessments, are in place for the occasions when under 16s join adult classes.

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	December 1982
Last full inspection	October 2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities at this centre	N/a
Other related accredited schools/centres/affiliates	St Giles London Central, Brighton, Eastbourne, Cambridge. St Giles Summer Schools
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1975 (St Giles Highgate) 1955 (St Giles Oxford Street)
Ownership	Name of company: St Giles Schools of Languages Limited Company number: 596651
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	Estimate at peak
	At inspection	July
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	30	110
Full-time ELT (15+ hours per week) aged 16–17 years	8	80
Full-time ELT (15+ hours per week) aged under 16	5	60
Part-time ELT aged 18 years and over	2	n/a
Part-time ELT aged 16–17 years	1	n/a
Part-time ELT aged under 16 years	0	n/a
Overall total ELT/ESOL students shown above	46	250
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–60	16–60
Adult programmes: typical length of stay	6 weeks	5 weeks
Adult programmes: predominant nationalities	Turkish, Japanese, Swiss, Brazilian	Turkish, Japanese, Swiss, Brazilian
Junior programmes: advertised minimum age	14	14

Junior programmes: advertised maximum age	15	15
Junior programmes: typical length of stay	Average 2 weeks	Average 2 weeks
Junior programmes: predominant nationalities	Argentinian, Swiss, French, Japanese	Argentinian, Swiss, French, Japanese
Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	6	23
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	4	

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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
Comments	

The academic managers are not normally timetabled to teach and were not teaching during the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	3
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	6
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	15	8
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	2	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	15	6
Overall totals adults/under 18s		
	32	14

Overall total adults + under 18s	46
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Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 and W1 have been addressed.
