

Organisation name	TopUp Learning London
Inspection date	3–4 June 2025

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

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

Summary statement
The British Council inspected and accredited TopUp Learning London in June 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details). This private language school offers courses in general English for adults (18+) and young people (16+). Strengths were noted in the areas of strategic and quality management, student administration, academic management, course design, care of students, accommodation and leisure opportunities The inspection report stated that the organisation met the standards of the Scheme.

Introduction

TopUp Learning London (TUL), located in Camden Town, was originally established as Teacher Training International (Tti) in 1998. Initially focused on training educators, the institution later transitioned to providing English language education for international students, becoming known as Tti School of English. In October 2020, the school was rebranded as TopUp Learning London following its acquisition by new owners. The school offers face-to-face tuition year round for students aged 16 and over.

Since the last full inspection, TUL has expanded its offerings by introducing two junior summer vacation courses for students aged 7–16 at new premises in Reigate and Camden. A spot check inspection of new premises and programmes was carried out in 2024. Since then, the school has opted to seek a separate accreditation for the junior centres, with a full inspection due in July 2025. In addition, since the last full inspection, a new director of studies (DOS) has been appointed.

The inspection was conducted by two inspectors and lasted one and a half days. Meetings were held with the chief executive officer (CEO)/principal, the director of studies (DOS) and the chief operations officer (COO)/director of marketing. Focus group meetings with teachers and students were also conducted. Observations of scheduled teachers took place. One inspector visited student accommodation, including residential accommodation and homestays remotely and spoke to the accommodation provider which works with the school.

Address of main site/head office

148–150 Camden High Street, London NW1 0NE

Description of sites visited/observed

The school is located in Camden Town, occupying three floors above a commercial building, accessible via street-level stairs. The first floor features a reception and principal's desk, teachers and DOS's office, a student lounge equipped with seating, tables, TV, mini pool table, and a small library, a kitchen area with appliances, snacks and hot drink facilities, and a roof terrace with seating and table tennis. The second floor includes toilets, four classrooms, and a multi-purpose small classroom/study area also used as a prayer room. On the third floor, there are four classrooms of which one is used as a teachers' preparation space before and after classes, and a staff toilet.

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

Comments

The core offering at the school is General English. Students can enhance their learning with optional modules designed to prepare them for exams, develop specific skills, or explore subject areas such as Business English. All courses are delivered face-to-face.

Management profile

TUL is led by the Principal/CEO. The leadership team also includes the Chief Technology Officer, who is an overseas partner; the DOS, who oversees academic matters; and the COO/Director of Marketing and Sales, who manages operational matters.

Accommodation profile

TUL offers homestay as well as residential accommodation comprising self-contained studios as well as shared apartments with ensuite rooms. The school has a small number of homestays which they manage themselves and, when needed, they work with a homestay agency registered with the British Council.

Summary of inspection findings

Management

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

Premises and resources

The provision meets the section standard. The premises provide students and staff with a 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 and staff.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design is very effective, and learners are managed appropriately. Teachers receive very good support, and overall, the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students benefit from excellent pastoral support as well as varied and well-managed accommodation. Plenty of information on local events is provided to students, and the leisure programme is very well organised. *Care of students*, *accommodation*, and *Leisure opportunities* are areas of strength.

Safeguarding under 18s.

The provision meets the section standard. Comprehensive policies and procedures are in place to ensure that students under the age of 18 are cared for appropriately. This includes excellent levels of training for staff.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	Strength
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.	Strength

Comments
M1 The school has a clear statement of goals and values. It is made known to staff and students. It is clearly articulated by management and is integral to the working of the organisation.
M2 There are clear objectives and plans in place and they are very effectively monitored. They cover all aspects of provision, and clearly relate to the school's goals and values.
M3 There is a documented structure which is very clearly communicated and understood by staff and students through a range of channels. Staffing levels are appropriate, and management team members provide highly effective cover for each other.
M4 Highly effective use is made of a range of communication channels, both formal and informal. Staff are very well informed and engaged.
M6 Staff feedback is collected recorded and acted upon systematically. It is collected regularly in a variety of ways. Staff feel strongly that their views are valued.
M7 The school carries out a regular detailed quality review cycle which incorporates feedback and progress made on strategic goals. As a result, the management has a very clear understanding of how to continue to develop provision.

Staff management and development	Met
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.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments
M8 Comprehensive human resources policies and practices have been developed by the school in collaboration with an external consultancy. Staff well-being is prioritised and staff feel valued and well supported.
M10 While staff files are complete in other ways, copies of certificates are not signed and dated.
M11 There is a thorough induction in place including opportunities to observe and shadow colleagues. Induction documents and information are comprehensive.
M12 There are robust supportive appraisal and monitoring procedures and policies in place. Appraisal effectively identifies achievements and areas for improvement and links to other systems such as CPD and teaching observation.
M13 There is a structured approach to CPD which allows for an individual as well as generic focus on development. There are high levels of staff engagement with CPD opportunities.

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.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments

M14 The school's caring approach to students and staff results in a culture of excellent customer service. This is reflected in excellent student feedback in regard to the service that they receive.

M15 Comprehensive personalised pre-course information is provided to students and their representatives. Excellent ongoing advice is available to students during their course.

M20 The complaints procedure is available on the website, prominently displayed in the school, and presented accessibly in induction information.

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.	Not met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The school's main source of publicity is its website. There is also a brochure and presence on social media.

M22 At the time of the inspection, the website had a lot of English errors. These were corrected soon after the inspection and this is no longer a point to be addressed.

M25 At the time of inspection, the website did not include information regarding the level of care and support given to students under 18. This was rectified shortly after the inspection and is no longer a point to be addressed.

M26 At the time of inspection, the website did not make it clear that some homestay accommodation is offered by an agency. This was rectified soon after the inspection and is no longer a point to be addressed.

M28 At the time of inspection, a statement on the website made false claim to the number of strengths achieved at the previous inspection. This was rectified soon after the inspection and is no longer a point to be addressed.

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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 At the time of the inspection, security arrangements for the front door were not risk assessed nor adequately mitigated. Steps were taken to mitigate risks during the inspection. However, an appropriate risk assessment is not yet in place.

P4 There is a comfortable student lounge that provides a welcoming environment for students with tea, coffee and snacks available to students.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 Some courses are reliant on photocopies in excess of copyright and licensing regulations.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
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.	Strength
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.	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.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T6 There is good information and practical guidance on lesson planning and integration of new students available to teachers. Information about new students is available well in advance. T8 The DOS is available to teachers and provides excellent focused formal and informal support to teaching staff. Support is personalised and very much appreciated by teaching staff. T9 There is a good range of observations in place including drop in observations. Observations result in formal identification of strengths of the teaching team and development of CPD programme. T10 Individual teachers have development plans based on their support needs, driven by observations and individual interest.	

Course design and implementation	Area of strength
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.	Strength
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.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments

T11 There is a clear rationale and statement of principles for course design, and this is communicated effectively to teachers. Guidance is provided to teachers on adapting resources to fit courses.

T13 There is evidence of review and change of course design in response to the analysis of student progress and outcomes, including test results. There is evidence that the school has researched current professional practice and trends to inform change.

T14 Weekly plans are produced by all teachers. These are live documents which are referred to during classes.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T15 Placement testing covers all relevant areas, including speaking. It is reliably linked to an external reference. Class composition is very homogeneous and procedures are in place to support students falling between class levels.

Classroom observation record

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

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.	Not 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.	Strength

Comments

T19 The large majority of teachers used appropriate language for illustration, explanation and exemplification. However, a small minority of teachers did not model the language, meaning or pronunciation accurately or appropriately.

T20 Lesson plans identified differing learning needs and how to address them. Class profiles showed good awareness of individual students' strengths and needs and were incorporated effectively into planning.

T21 There was a clear link between learning outcomes and activities. Learning outcomes were made explicit to students and were consistently reviewed. Lessons were staged in a logical fashion to support students' progression.

T22 There was a good range of techniques employed including clear instruction giving and consistent checking, as well as elicitation and nomination. The use of games and movement was appropriate for the language and the group dynamics.

T23 The majority of teachers brought the coursebook to life and materials were engaging. Technology and whiteboards were used effectively to support learning effectively.

T24 The large majority of teachers corrected students' language appropriately, and in most cases feedback and error correction led to language extension work. There was a good range of correction techniques including peer, self and delayed correction.

T25 Most classes included opportunities for students and teachers to check on prior and current learning. There were examples of homework checks, evaluation and review stages of lessons and short assessment activities.

T26 All teachers demonstrated good voice projection and energy and created a very positive learning environment. They were adept at varying the mode and pace of the lesson as appropriate to the task.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 A comprehensive emergency plan is in place, which is supported by focused training for all staff. Students are also briefed on keeping safe and procedures to follow in the event of an emergency.	
W2 Pastoral care systems are strong, which was confirmed by all students in the focus group. There is a pastoral focus in tutorials, which is further supported by a very supportive staff team on an ongoing basis.	
W5 Students receive useful information before arrival on travel and insurance, and detailed information on relevant aspects of life in the UK is made available through various channels, including the handbook, website and induction.	
W6 Students are provided with details on how to access healthcare provision in the handbook. All staff are given the opportunity to become first-aid trained with the majority having undergone training.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
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.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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	
W7 The school provides a good range of accommodation options to suit a number of needs and budgets. All the accommodation viewed was spacious, comfortable and in a good state of repair.	
W9 Inspections of all accommodation are carried out regularly and, in some cases, such as homestays, more than once a year.	
W10 Accommodation confirmations are accurate with a good level of detail, including a pen portrait of homestay providers, and useful information on location and transport.	
W11 Procedures for identifying problems are very effective with initial feedback forms, as well as tutorials and quarterly surveys. Students in the focus group were able to give examples of the school's efficient and effective response to any issues arising.	

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 area are fully met.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments	
The relevant criterion in this area is fully met.	

Leisure opportunities		Area of strength
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.		Strength
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.		Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.		Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.		Met

Comments	
W19 Students are provided with a wealth of information about access to social, cultural, and sporting events in the local area as well as further afield. This is done via the website, noticeboards, and a leaflet stand.	
W21 The leisure programme offered by the school is very well organised, and teachers are involved in the planning as well as the execution.	
W22 Systems for ensuring health and safety on the leisure programme are very effective. Risk assessments are in place, which include information on what to do in emergencies. These are supported by good use of messaging applications for teachers to record and share student numbers and report any useful information.	

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.	Strength
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

Top Up Learning accepts 16 and 17 year olds on adult courses. At the time of the inspection, there was one student aged 17 enrolled. This number of under 18s increases to approximately 20 students at peak times.

S2 All staff are provided with appropriate external training, which is supported by further internal training on a regular basis. Three members of the management team are trained to specialist level, and hosts receive face-to-face training during homestay visits.

S7 Accommodation for under 18s in homestay is managed well, and the hosts spoken to were very aware of their responsibilities in this area, having undergone both formal, external training as well as further support from the school.

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 Sampling identified the following issue: there was a lack of awareness of regulation in regard to the school's use of photocopies; the school should seek further advice from the relevant regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2004
Last full inspection	2021
Subsequent checks/visits (if applicable)	2024
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	1998
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Ownership	Name of company: Teacher Training International Limited (Trading as TopUp Learning London) Company number: 03666896
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
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	37	70
Full-time ELT (15+ hours per week) aged 16–17 years	1	20
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	2	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	40	90
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–65	16–65
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	German, Swiss, Saudi Arabian, Taiwanese, Japanese	German, Swiss, Saudi Arabian, Taiwanese, Japanese
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	10
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	3	

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	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
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	7

Comments

One teacher had completed and externally validated course with 100+ hours of input but no evidence of teaching practice observed by a TEFLQ observer. The school has carried out and documented six hours of observations with feedback from a TEFLQ academic manager.

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	2	0
Private home	0	0
Home tuition	0	0
Residential	17	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	20	0
Overall totals adults/under 18s	39	1
Overall total adults + under 18s	40	

Items requiring early action

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

Action plan

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 2 January 2026. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.