

Organisation name	TopUp Learning Juniors, (Camden and Reigate)
Inspection date	9–11 July 2025

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

Recommendation
We recommend accreditation with a spot check in the first 12 months.

Summary statement
<p>The British Council inspected and accredited TopUp Learning Juniors in July 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for under 18s.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction
<p>TopUp Learning Juniors (TULJ) consists of two junior summer vacation courses for students aged 7 to 16 in premises in Camden, London, and 7 to 18 in Reigate, Surrey. The programme is an expansion of TopUp Learning London (TUL) in Camden Town, which was originally established as Teacher Training International (Tti) in 1998 and later transitioned to providing English language education for international students. In October 2020, the school was rebranded as TopUp Learning London following its acquisition by new owners.</p> <p>TULJ was established in 2023. The Reigate centre is fully residential, while Camden offers a half-day non-residential programme and a full-day programme with activities and accommodation. TULJ was originally planned to be accredited as part of TUL. A spot check of the new premises was carried out in 2024. In 2025, the directors decided to pursue separate accreditation for TULJ.</p> <p>The inspection was conducted by two inspectors over three days, two in Reigate and one in Camden. Meetings were held with the chief executive officer (CEO)/principal, the director of studies (DOS) and the chief operations officer (COO)/director of marketing and the senior teacher on each site. Focus groups with teachers and students</p>

from each centre were also conducted, and meetings were held with residential staff and overseas group leaders. Observations of scheduled teachers took place. One inspector met virtually with representatives of one of the London student residences. The second London residence and homestay accommodation were visited by the same inspector during the recent inspection of TUL.

Address of head office

148-150 Camden High St, London NW1 0NE.

Description of sites visited/observed

The Camden junior centre is located in Camden Town and operates on the first floor of St Pancras Community Centre. The second floor contains three classrooms and toilets. One larger classroom is used as a student lounge during breaks.

The Reigate junior centre operates within the Royal Alexandra and Albert School. It is a boarding school with multiple buildings, including seven accommodation units (three of which were in use at the time of the inspection), classrooms, a football pitch, netball and tennis courts, open space for other sports, a dining area, and a swimming pool.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

TULJ centres offer general English courses for short-term stays. These courses are designed to keep students engaged through interactive and varied lessons.

At the London junior centre, classes run in the morning, followed by a light lunch and daily afternoon activities for students registered for the full-day programme. At the Reigate centre, classes take place on Mondays, Wednesdays, and Fridays, followed by afternoon activities. Five excursions are arranged for students staying for two weeks.

Management profile

The Camden junior centre is managed directly by the leadership team at the TUL main school in Camden, consisting of the CEO, the COO and the DOS. A lead teacher is responsible for both operational and academic matters on a day-to-day basis within the centre and reports to the leadership team. The TUL DOS visits the centre to provide academic support.

The Reigate junior centre is directly managed by the COO, who is based there throughout the four-week programme. The operations team includes administrative staff, house parents, and activity leaders. The DOS visits the site once or twice a week, and a senior teacher leads and supports the academic team when the DOS is not present.

Accommodation profile

TULJ offers homestay as well as residential accommodation. At the London centre, two residences are used, one is staffed by a house parent employed by TULJ and is for independent students. All rooms are ensuite. Homestay is also an option here and is managed by the school. At the Reigate campus, all accommodation is on campus with single, double or quadruple rooms. There are two 'houses' for boys and one for girls. The single and double rooms are ensuite, and the rest use shared bathroom facilities.

Summary of inspection findings

Management

Overall, the provision meets the section standard. 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. Monitoring and review processes are effective, and communication is good. Student administration is carried out efficiently and effectively. Publicity contains some inaccuracies and inconsistencies. 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 safe, comfortable, pleasant and professional environment for work and relaxation. Overall, the learning resources available are well managed and guidance on the use of them is provided for students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Overall, the courses are managed to provide benefit to the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Students benefit from suitable pastoral support as well as varied and well-managed accommodation. The leisure programme is well organised to ensure the safety of students at all times.

Safeguarding under 18s

The provision meets the section standard. Comprehensive policies are in place, and procedures are mostly appropriate to ensure that students under the age of 18 are cared for. However, supervision of students during breaks was insufficient at one centre. Levels of training for staff are very good.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The school has a clear statement of goals and values. It is made known to staff through induction. It is clearly articulated by management and is integral to the working of the organisation.

M2 There are clear objectives and plans in place. They cover all aspects of provision and clearly relate to the school's goals and values.

M3 Both centres are highly dependent on the TUL main school leadership executive team. The structure of the operation on each site is not appropriately documented and not sufficient to effectively support staff across two schools. Cover arrangements are inadequate.

M7 The school carries out a regular quality review cycle which incorporates feedback and progress made on strategic goals. As a result, the management has a 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.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 Comprehensive human resources policies and practices have been developed by the school in collaboration with an external consultancy. These are applied effectively to seasonal staff, who feel valued.
M10 While staff files are complete in other ways, copies of some certificates are not signed and dated.
M11 There is a thorough well-structured induction in place for all staff. Induction documents and information are comprehensive.

Student administration	Met
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.	Met
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 feedback from students and group leaders regarding the service that they receive.
M20 The complaints procedure is available on the website, displayed in the centres, and presented accessibly in induction information. The provider has comprehensive records of complaints and the actions taken in response.

Publicity	Need for improvement
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.	Not 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.	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.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's main medium of publicity is its website. Each centre has a prospectus which is downloadable from the website.

M21 The website and London junior prospectus include photographs of sports facilities that are not part of the course offer. In addition, part of the description of the leisure programme on the website is misleading.

M23 Information regarding the minimum and maximum enrolment age, class size and number of taught hours per week is inaccurate on the website and in the prospectuses.

M25 Publicity does not include information about the level of care and support given to under 18s.

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.	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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Not met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P5 Signage at both centres is inadequate. There are no signs indicating how to move around the building/campus and locate the rooms and services. Classroom noticeboards are inconsistent in presentation and content.	
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.	Not 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	
P8 There are insufficient age-appropriate supplementary resources and stationery available to teachers.	

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	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.	Not met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
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.	Not met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
<p>T5 Cover arrangements for the Reigate centre are inadequate, as there are no formalised cover arrangements and classes cannot be merged without exceeding maximum class size.</p> <p>T7 Induction is comprehensive and includes a range of online meetings before courses begin. Teachers reported that they felt very well prepared for courses.</p> <p>T8 Day-to-day guidance and support for teachers at both centres is inadequate. There are insufficient systems in place for support, and the senior teachers have excessive daily duties to be able to support teachers effectively.</p>	
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.	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.	Not met
Comments	
T14 Written course outlines are made available to students, but they are not referred to in class, and students showed no awareness of outlines or learning outcomes.	
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.	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.	N/a
Comments	
All the relevant criteria in this area are met.	

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English, Reigate and London.

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.	Not 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 The language used for illustration, explanation and exemplification is appropriate to the students' level. The examples and explanations used were relevant, concise and memorable.

T20 The majority of plans identified differing learning needs. Most teachers demonstrated an awareness of student backgrounds and how to accommodate them. Lesson content was often personalised to student needs.

T21 In a large minority of classes, learning outcomes were not shared with students.

T22 In general, the techniques employed were appropriate to the course context. Stronger segments included very effective use of techniques, including the giving and checking of instructions, drilling of new language, and managing student interaction.

T23 Classroom spaces and resources were managed effectively to support learning. Board work was well presented and in stronger segments classrooms were set up with students' ages, levels and dynamics in mind.

T24 A good range of feedback and monitoring was observed. There was appropriate use of praise, and some good examples of peer and self correction.

T25 Most classes included short assessment activities which enabled teachers to evaluate learning. Most teachers paid attention to checking students' understanding.

T26 The majority of teachers promoted a positive learning atmosphere. Stronger segments demonstrated highly effective classroom management skills and well as a kind, friendly, empathetic approach.

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.	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.	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.	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.
W6 Students are provided with details of how to access healthcare provision in the handbook. All staff are given the opportunity to become first-aid trained, resulting in a large proportion of staff having undergone training.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
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 Although they exist for accommodation used by the year-round school, written confirmations of accommodation booked are not available for one of the London residences, as well as the on-campus accommodation at the residential centre.
W11 Procedures for identifying problems are very effective with initial feedback forms and regular communications with group leaders and house parents. 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
Homestay systems are all in place and were looked at during the inspection of the main school, and the last two criteria for accommodation are N/a in this case.

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

Comments
None.

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.	N/a
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.	Met

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	
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.	Not 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	
<p>All students enrolled are under the age of 18.</p> <p>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.</p> <p>S5 Supervision of students on the Reigate campus is insufficient during lesson times (toilet trips) and breaks. Separate toilets for adults and for children had not been identified at either site. This last point was addressed during the inspection and is no longer a point to be addressed.</p>	

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: multicentre

Inspection history	Dates/details
First inspection	2024
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited by extension
Other related non-accredited activities (in brief) by this multicentre organisation	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
Ownership	Name of company: Teacher Training International Limited (Trading as TopUp Learning London) Company number: 03666896
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	148 Camden High Street, London NW1 0NE
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	TopUp Learning Juniors – London
2. Name of centre	TopUp Learning Juniors – Reigate (RAAS)
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over	N/a	N/a			
17 years and under	43	151			
Overall total	43	151			
U18 programmes: advertised minimum age(s)	7	7			
U18 programmes: advertised maximum age(s)	16	18			
Predominant nationalities	Saudi Arabian, Spanish, Chinese, Moroccan				

Staff profile at centres visited	At inspection				
Centres	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	3	10			

Total number of activity managers and staff	4	7			
Total number of management (non-academic) and administrative staff	3	3			
Total number of support staff	4	1			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers					
Location/centres	HO	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	1	0	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	1	1			
Total	1	1	1			
Comments						

The organization has one director of studies who covers all sites. He has no teaching duties but is available as cover for the Reigate centre.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	0	0			
TEFLI qualification (includes relevant QTS)	3	10			
ATEFL registered portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	0			
Total	3	10			
Comments					

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited										
<i>Arranged by provider/agency</i>	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay						4	0			
Private home						0	0			
Home tuition						0	0			
Residential						24	151			
Hotel/guesthouse						0	0			
Independent self-catering e.g. flats, bedsits, student houses						0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying in own home, with own family or in						15	0			

privately rented rooms/flats										
	Adults					Under 18s				
Overall totals						43	151			

Centres	1	2	3	4	5
Overall total adults + under 18s	43	151			

Items requiring early action

Evidence must be submitted within 12 months to demonstrate that weaknesses in S5 have been addressed.