

Organisation name	West London English School
Inspection date	3–4 September 2024

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

Recommendation
We recommend continued accreditation with a supplementary inspection next summer to assess the junior programme which takes place on separate premises.

Summary statement
<p>The British Council inspected and accredited West London English School in September 2024. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This large private language teaching organisation offers courses in general English for adults (18+) and young people (16+), for closed groups of under 18s and vacation courses for under 18s in school premises and online.</p> <p>Strengths were noted in the areas of staff management, learning resources, academic staff profile, academic management, learner management, teaching, and accommodation.</p> <p>The inspection reported stated that the organisation met the standards of the Scheme.</p>

## Introduction

West London English School (WLES) was previously accredited as West London Business College (WLBC). The new company was established in 2015 when WLBC ceased operating and was first accredited in that year. The owner of the new business had formerly been involved as a board member of WLBC. English language students and teachers were transferred to WLES, which now shares its premises with a franchised education centre providing tutoring in English and Maths.

The inspection took two days and included meetings with the managing director (MD), director of studies (DoS), assistant director of studies, office manager, accommodation officer, welfare officer, and marketing assistant. Focus group meetings were held with a group of students from the adult course, a group of students from the junior course, junior group leaders, and a group of teachers. One inspector conducted virtual visits of two homestays and visited some studio accommodation in person. All teachers teaching face-to-face during the days of the inspection were observed. Online teaching was sampled.

## Address of main site

Shaftesbury House, 49–51 Uxbridge Road, London W5 5SA

## Description of sites visited

The school occupies the second floor of an office building on a main road in central Ealing. There are seven classrooms in the school, one open-plan office, and a kitchenette/break-out area.

The school shares its premises with City Educators (tutoring), and a nursery. There are male and female toilets on various floors, shared with the other occupants of the building.

During peak periods the school has used other premises in Ealing; these include the local university, and a college campus (only for juniors).

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 checked="" 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 checked="" 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

General English classes are held every day from 09.00–12.00 at a variety of levels and run throughout the year over 12–13 week terms. There are also specific purposes classes, predominantly in medical English as well as exam preparation courses. There are a number of evening and Saturday classes. Each course is based on a coursebook, which is changed each term. Junior courses are run on separate premises in July and August and follow a topic-based course developed in house.

## Management profile

The office manager, DoS, and other administrative staff report to the managing director while two ADoSs and two senior teachers report to the DoS.

## Accommodation profile

Standard and superior homestay accommodation is offered by the provider, the latter being located in Ealing and within walking distance of the school, while the standard option is mainly in zone three requiring travel on public transport. Three self-catering studio rooms (two ensuite and one with a private bathroom) are also available in a property owned by the school.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The school operates in accordance with its stated values. Staff are very well supported, particularly with regard to professional development, and students receive a high level of customer care from the entire team. There were a number of issues with publicity but most of these were addressed during the inspection. *Staff management* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. Premises offer a secure, clean and welcoming environment for both students and staff. There is good provision of learning resources for students, and teachers have access to a wide range of well-organised materials. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is very suitable to the context, and academic management systems are robust and supportive. Course design is based on clear principles, and students are very well supported in their learning. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Learner management*, and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including out-of-class activities and very suitable accommodation. *Accommodation* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is mostly appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities and accommodation provided.

### 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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Not 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 There is a clear statement of goals and values which refers to students and staff, as well as the local community. Staff were engaged in the process of forming the statement and it clearly underpins all activities at the school.

M4 Communication is very effective. Good use is made of both formal and informal channels with regular minuted meetings, and an instant messaging app is utilised for various departments. Staff spoken to all felt that they were listened to at all levels.

M5 Although both initial and end-of-course feedback is sought, it does not cover all aspects of the provision and no record of action taken in response to individual feedback was seen.

M7 A very systematic review of systems and processes was evidenced by end-of-year management meeting minutes as well as presentations detailing progress towards achieving objectives. The self-evaluation document was completed with a good level of detail.

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

#### Comments

M8 Comprehensive HR policies are in place, including a flexible working policy. Staff spoken to felt valued and very well supported.

M11 Induction procedures are very thorough and include the opportunity to shadow colleagues. Induction time is paid, and useful checklists are employed to help new staff retain all the information they require.

M13 The CPD record shows that the development of the team is very well supported with all administrative staff given suitable opportunities to attend external training appropriate to their roles.

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.	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.	Met

#### Comments

M14 Students receive a very high level of customer service from the whole office team. This was clear from recorded feedback as well as speaking to students and group leaders.

M15 Comprehensive pre-course information and support for prospective students is available in several languages.

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.	Not 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.	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.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website, brochure and social media channels. The website is considered the main form of publicity.

M21 Although the website is attractive and easy to navigate, there were a number of claims made that could not be substantiated. This was amended during the inspection and is no longer a point to be addressed.

M22 The language used on the website was not accessible and there were a small number of errors. This was amended during the inspection and is no longer a point to be addressed.

M23 Most of the information on courses is easy to find, but the number of total hours taught was inaccurate. This was amended during the inspection and is no longer a point to be addressed.

M24 Most of the information on costs is well presented, but there was no reference to course-related examination fees. These were added during the inspection, and this is no longer a point to be addressed.

M26 Although the information on accommodation was accurate, no details were given regarding services provided in homestay accommodation, such as the provision of bedding and towels. These were added during the inspection, and this 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.	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.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Not met

#### Comments

P5 Wayfinding signage is sufficient for the size of the school and very good use is made of noticeboards for the display of general information.

P6 Teachers share a central office space of limited size with administrative staff; storage space is also limited.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P7 Learning resources for students are very good. The latest editions of coursebooks are used, and all come with a digital component for classroom use. There is also a wide range of well-organised supplementary materials for teachers to draw on.

P8 A digital teachers' room contains all internal CPD materials as well as links to online subscriptions. There is also a good collection of up-to-date physical reference materials for teachers to access onsite.

## Teaching and learning

Academic staff profile	Area of strength
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. All teachers are minimum TEFLI with at least a Level six qualification. The academic management team consists of five staff members of which four have a TEFLQ qualification and all have a broad range of experience. The DoS also has an academic management qualification. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile. The team is organised to ensure that teachers share the benefits of their differing experience with colleagues, and the large academic management team ensure that support is readily available.	
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.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	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.	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	
<p>T4 The matching of teachers to courses is done sensibly and sensitively, taking into consideration preference, student feedback and development needs.</p> <p>T7 Academic inductions are very thorough, supported by useful documentation such as signed checklists, and include the opportunity for teachers to carry out lesson observations prior to taking on their own class.</p> <p>T8 Day-to-day support is very well provided for with a large academic management team available, and teachers reported that they are very happy with the level of guidance they receive.</p> <p>T9 The observation and monitoring of teachers are very well managed. This includes spot checks as well as formal observations twice a year. Formal observations are linked to the appraisal system and teachers reported that they found the procedure positive and constructive.</p> <p>T10 A popular programme of mainly teacher-led sessions is offered internally, and peer observations are encouraged. External opportunities are well provided for with a number of teachers receiving financial support to gain higher qualifications and attend external training.</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.	Met

Comments	
All criteria in this subsection are fully met.	
Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T16 The monitoring of students' progress is well supported through regular progress tests which are followed up in individual tutorials. T17 Tutorials help students to identify their learning needs and obtain the support they need. The attentive academic management team is on hand to further support this.	
Classroom observation record	
Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	General English (morning, afternoon, and evening, face to face and online) and IELTS preparation.
Comments	
Of the 14 teachers observed, three were teaching online.	
Teaching: classroom observation	Area of strength
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.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
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.	Strength
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 Clear models of spoken and written forms were given in most classes, and there was evidence of a sound understanding of form and function. Effective attention was given to parts of speech, collocations, aspects of pronunciation, and emergent lexis in context. T20 Lesson plans included very detailed individual student profiles, anticipated problems and solutions and timetable fit. All lessons seen were logically staged and, where required, differentiation was included. T21 Learning outcomes were well expressed and in the vast majority of cases, displayed on whiteboards. In many segments, they were clearly explained to students with relevance to their learning objectives. T22 A suitable range of teaching techniques was seen. This included elicitation, nomination, concept checking, effective monitoring, and clear instructions. T23 The classroom environment was managed very well. New students were integrated effectively, and groups were arranged efficiently with attention to mixing nationalities as well as old and new students. Whiteboards were	

well organised and educational technology was used very effectively. Some excellent examples of teacher-produced materials were also seen.

T24 Error correction was managed satisfactorily overall. In many lessons effective on the spot, self or peer correction was used. Stronger segments included a feedback stage at the end of the lesson to focus on errors as well as good use of language. Teachers in these classes were monitoring effectively to note down language for the feedback stage.

T25 Learning was evaluated in most cases by short production tasks as well as, in some cases, presentations. Stronger segments included self and peer review at the end of lessons.

T26 In the majority of segments seen, teachers created a very positive and purposeful learning environment. Most teachers had a dynamic presence in the classroom, were at pains to include all students and, in nearly all cases, students were very engaged with their learning.

## 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.	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.	Strength
W6 Students have access to adequate health care provision.	Strength

### Comments

W5 Students receive personalised information on travel options from their point of entry to the UK to their chosen accommodation and/or the school. A well-organised student handbook written in accessible English includes comprehensive information about life in the UK.

W6 A high proportion of staff are trained in first aid provision and are available to accompany students to health services, if necessary. Useful information is provided to students and homestay hosts on accessing health care.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	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 standard of accommodation seen was of a high standard and student feedback in this area was very good. Hosts spoken to were fully aware of their responsibilities and were very friendly, supportive and knew their students well.

W8 Cleaning and laundry arrangements are made clear to students for both types of accommodation offered by the school. The studio apartments visited were spotlessly clean and very well maintained. Hosts spoken to offered flexible laundry arrangements and student feedback was very positive in this area.

W9 The accommodation manager is an experienced homestay host who provides excellent support in this area. Comprehensive initial homestay inspections take place, and excellent records are kept which are updated after every successive visit. All required documents are carefully monitored.



W11 Student feedback is regularly obtained and acted upon should any issues arise. Feedback is shared with hosts sensitively and promptly.

<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
<b>Comments</b>	
All criteria in this section 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.	N/a
<b>Comments</b>	
The relevant criterion in this section is fully met.	

<b>Leisure opportunities</b>	
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
<b>Comments</b>	
W21 The year-round leisure programme is not under the direction of one person and insufficient attention is given to sharing itineraries with key staff and group leaders.	

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	
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.	Met
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

At the time of the inspection, there were 46 students aged under 18. Seven individual students aged 16 or 17 were enrolled on adult general English courses, and 39 students were with group leaders and placed in either junior or adult courses according to their age and level of English. During the peak period, there were 203 under 18s.

S5 Insufficient arrangements are in place for the supervision of under 18s at the main premises. Toilets are shared with adult students and other occupants of the building.

## 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	2015
Last full inspection	2019
Subsequent checks/visits (if applicable)	2020, 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	After-school Maths and English tuition for local children (OFSTED-registered)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	1 January 2025
Ownership	Name of company: West London School Ltd Company number: 9125881
Other accreditation/inspection	OFSTED

## 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	In busier periods, rooms are rented from: Ealing Green College: up to 12 rooms at The Green, London W5 5EW University of West London: up to 5 rooms at St Mary's Road, London W5 5RF and 57–59 Uxbridge Road, London W5 5SA

<b>Student profile</b>	At inspection	Estimate at peak
<b>ELT/ESOL students</b> (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	62	79
Full-time ELT (15+ hours per week) aged 16–17 years	29	52
Full-time ELT (15+ hours per week) aged under 16	15	149
Part-time ELT aged 18 years and over	82	139
Part-time ELT aged 16–17 years	1	1
Part-time ELT aged under 16 years	1	1
<b>Overall total</b> ELT/ESOL students shown above	<b>190</b>	<b>421</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–35	16–30
Adult programmes: typical length of stay	4–8 weeks	1–4 weeks
Adult programmes: predominant nationalities	Italian, Japanese, Turkish, Brazilian	Italian, Turkish, Japanese, Saudi Arabian
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1–2 weeks	1–2 weeks
Junior programmes: predominant nationalities	Italian	Italian, Croatian, Turkish, Saudi Arabian

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	14	20
Number teaching ELT 20 hours and over a week	13	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	6	7
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	6
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	7

#### Comments

Five of the academic managers have regular teaching hours.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	7
TEFLI qualification	12
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	0
Total	19

#### Comments

Some of these teachers were not teaching on the days of the inspection and are not included in the staff profile above.

**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	1
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	2	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	6
Staying in privately rented rooms/flats	140 (2 of whom in homestay arranged by ETO)	39 (all in homestay arranged by ETO)
Overall totals adults/under 18s	144	46
Overall total adults + under 18s	190	

**Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in S5 have been addressed. The required evidence was subsequently submitted.