

Organisation name	West London English School
Inspection date	7–8 May and 16 July 2019

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 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.

**Summary statement**

The British Council inspected and accredited West London English School in May and July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

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

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

## 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 part owner 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 to maximise use of them.

The inspection lasted two days. During this time the inspectors met the owner/director, who is actively involved in the day-to-day running of the centre, the director of studies (DoS) and the office manager. Meetings were also held with the teachers and with a group of students. All teachers scheduled to teach at the time of the inspection were observed.

One inspector returned in July to assess the junior summer course. This was taking place in the school premises; adult courses had been moved to temporary premises across the road. This visit included meetings with the staff listed above. Both new teachers were observed. The building housing the adult courses was also visited.

## Address of main site/head office

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

## Description of sites visited

The school occupies much of the second floor of a mid-twentieth century office building on a main road in central Ealing. There are seven classrooms in the school and one large open-plan office. The school shares its premises with its sibling company, a private tuition centre that operates primarily in the evening and at weekends. During peak periods the school has used other premises in Ealing; these include the local university and church buildings.

During the July visit, all the rooms in the Shaftesbury House school were being used for the junior programme. Two rooms were rented for the month of July for the adult classes in the *Boom Zone*, a large, modern air-conditioned serviced office facility across the road from the main school. The rooms are large boardroom-style meeting rooms. There is access to a large kitchen/social area and toilets.

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 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 checked="" type="checkbox"/>	<input checked="" 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 09.00-12.15 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.

There are a number of evening classes and one on Saturday. Each course is based on a coursebook, which is changed each term.

Junior courses are run on the same premises during July and August, for students aged 12–17.

## Management profile

The management structure is simple. The office manager and DoS report to the managing director while two ADoSs and two senior teachers report to the DoS.

## Accommodation profile

The bulk of the homestay accommodation used by WLES is provided by one of the accommodation agencies registered with the British Council and based in south-west London, with whom the school has a partnership agreement. This stock is supplemented by a further two registered agencies. Only the main agency was in use at the time of the inspection; it offers homestay accommodation for adults (18+) and under 18s (16 and 17 year-olds), but WLES does not avail itself of the latter. The school's managing director monitors his students' feedback on their homestay experience, as does the agency. They work together to resolve any issues.

Junior students on summer courses stay with their own families or locally-based relatives.

## Summary of inspection findings

### Management

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 stated goals, though a more systematic and measurable approach to forming objectives for the future is needed. Management systems and quality control are sound, communication is good and student administration is efficient and effective, but there are a number of weaknesses in publicity.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work though space for relaxation for students is limited, as is work space for teachers. Learning resources are sufficient both in quality and in quantity.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The professional profile of the academic staff is good and teachers benefit from very good support and guidance. Courses are well designed and structured for effective learning. The teaching observed met the requirements of the Scheme. *Academic management*, *Learner management* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard. Safety and security on the premises is generally good and the school offers students appropriate pastoral care. Aspects of fire safety and the emergency plan need review. Homestay accommodation supplied through a registered agency is satisfactory. There is an intensive leisure programme for those junior programme students who wish to join and a less intensive one for adults.

### Safeguarding under 18s

The provision meets the section standard. The systems and procedures necessary to ensure the all-round care of under 18s are in place.

### 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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all 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.	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.	Met
<b>Comments</b>	
M2 There is a list of goals and objectives known and understood by managers but they do not relate to the organisation's goals and values, and do not contain steps, waystages and a time frame.	
<b>Staff management and development</b>	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not 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, 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 of all staff to meet the needs of the individual, the students and the organisation.	Met
<b>Comments</b>	
M9 Job descriptions are at times vague and unclear and there is no evidence of review.	
M11 There is a well-developed framework for inductions, with a checklist signed off by the new appointee and the line manager. Recently appointed staff felt that the induction process had been wholly satisfactory.	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength
<b>Comments</b>	
M14 Staff were seen to be extremely helpful and courteous to students and this was commented on very favourably by them.	
M21 The complaints procedure is summarised in a clear and accessibly written flow chart that is displayed around the school.	
<b>Publicity</b>	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met

M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main source of publicity is the school's website. There are a number of printed sheets giving details of course types.

M26 In May, there was very little description of the level of care and support available for under 18s. By the July visit this had been remedied.

M27 The information about accommodation is limited and only states towards the end, under the heading *Transport Costs*, that the school does not itself provide accommodation and only assists in the booking process. This was still the case in July but the school was quick to rewrite this section of its website, and this is no longer a point to be addressed.

M29 In May, different versions of the Accreditation Scheme marque were in use and the descriptions of the British Council and English UK used first person pronouns, apparently attributing their functions to the school. The school described itself as 'accredited by English UK'. By July the correct version of the Accreditation Scheme marque was being used and the confusing use of pronouns had ceased.

### Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Not met

#### Comments

P1 Premises are clean, in a very good state of repair and well decorated; each classroom is colour coded. They provide a very comfortable environment for teaching and learning. The premises rented for the summer also provide a very good environment for students and staff.

P2 Classrooms vary in size but all are flexibly furnished and well equipped and provide an excellent study environment.

P5 Signage is good. Fire exits and fire action notices are particularly clear. Information is well displayed on boards in classrooms and central spaces.

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

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

All the criteria in this area are fully met.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

### Comments

T2 More than half the year-round teaching staff are TEFLQ; the extra teachers on the short junior summer course were both TEFLQ and had suitable experience.

T4 The academic management team consists of the DoS, who is TEFLQ, and two assistant directors of studies (ADoS) who are TEFLI. Rationales were provided for the ADoSs; one had ample relevant teaching experience while the other had sufficient experience and was completing a diploma-level qualification. Neither was assigned duties normally carried out by a TEFLQ academic manager. These were accepted within the context of the inspection.

<b>Academic management</b>	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

### Comments

T8 There is a well thought-through process for integrating new students into existing classes where whole-class reviews of previous work enable new students to catch up with what has previously been taught.

T9 Teachers felt particularly well supported both by the academic management team, by each other and by a well-targeted continuing professional development (CPD) programme informed by needs identified in observations and appraisals.

T10 The observation arrangements are robust. Teachers are observed at least once a year by the academic manager and there is a mandatory programme of peer observations.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

**Comments**

T11 While the adult courses are based on textbooks, those for the juniors are task based, an approach that was seen to be working well in the segments observed.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

**Comments**

T17 Placement tests are done online or face-to-face. They seem very reliable as class compositions based on placement testing were seen to be very homogeneous. Students thinking of studying at WLES can take the test without charge and are offered a free trial lesson on the basis of the test outcomes.

T18 The systems for assessing and recording progress are well developed. There are progress tests four times each term with tutorials associated with some of them. Outcomes are recorded by individual and by class on the virtual learning environment (VLE) used within the school.

T19 There was evidence that special educational needs had been identified in the school, that there were measures in place to support students with them and that some CPD time had been devoted to help teachers support students with such needs.

T20 Students are given very clear information by teachers about the most suitable examination for them, with support from the academic management team.

**Classroom observation record**

Number of teachers seen	9 in May and a further 2 in July
Number of observations	11
Parts of programme(s) observed	All taking place during the inspection

**Comments**

None.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

**Comments**

T23 A range of skills and systems lessons was seen. The knowledge in systems lessons was of a high standard and teachers had a sound ability to mediate it for their students. Clear and accurate models of English were provided. Skills lessons were appropriately planned.

T24 Course objectives were clear from the content of lessons and class profiles which were often detailed. ESP classes were soundly contextualised within their specialisms.

T25 Many teachers had indicated lesson outcomes on the whiteboard. All the segments observed progressed logically and were part of coherently developing lessons.

T26 A good range of techniques was seen, including skilled elicitation, drilling and sensitive monitoring. There was encouragement and preparation for students to work collaboratively. Supplementary materials were often skilfully used to engage students in a topic and as preparation for texts in the coursebook. Teachers in the junior classes used a range of techniques that were wholly appropriate for young learners.

T27 Conventional whiteboards were used well and interactive whiteboard/data projection use was confidently incorporated in lessons.

T28 Feedback was generally widespread and focused on both individuals and groups. There was good awareness of phonological, as well as grammatical, errors and systematic ways of dealing with them.

T29 Checking activities were integrated into lesson plans and were well executed in most segments.

T30 Students were thoroughly engaged in learning and appeared to be making good progress. The atmosphere in the classrooms was pleasant and purposeful.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with a large majority of the lesson segments observed being excellent or good. Knowledge of the linguistic systems of English was sound. Lesson content was relevant to the needs of the students and led to relevant learning outcomes. In all segments observed, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

W2 In May, the disaster recovery plan did not relate sufficiently to the specific potential needs of the school in an emergency. A new and wholly adequate plan had been developed by July.

W6 Information is provided by the accommodation agencies with whom WLES has partnership agreements.

W7 This is provided jointly by the accommodation agencies and by the school.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength

W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W12 Requests for accommodation are responded to promptly. The homestay profiles from the main agency contain information about the host(s), travel information and photographs of the inside and outside of the house. Users of the agency commented that the host profiles were particularly useful.

#### Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All the criteria in this area are fully met.

#### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

All applicable criteria in this area are fully met.

#### Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W24 The leisure programme at the time of the May inspection was embryonic. Two teachers have been tasked with setting up a programme, the first event of which was due later in the month of the inspection. The plan is to provide two events monthly for the year-round students, and a five-afternoon package, to be charged for, for the younger learners enrolled during the summer peak. Both of these programmes had been implemented by July.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	N/a
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

There were no students aged under 18 enrolled at the time of the May inspection. In July there were 18 students aged 16 and 17 attending adult courses and 30 students aged 12 to 17 in the junior programme. Most juniors only attend classes; parents/relatives deliver them to and pick them up from school when lessons finish, and the school takes no responsibility for them once this is done. Others remain in the care of the school during the optional leisure programme events recently added to the programme.

S1 This criterion is met. Guidance on handling delayed suitability checks lacked procedural detail in May but had been revised by July and was robust.

S2 Systems to support and disseminate the policy are comprehensive. All staff are trained, and four staff have undergone specialist safeguarding training. Refresher training is provided annually. Staff can access the policy via the WLES online platform, and sign to say they have read and understood the policy. It is also emailed to parents of students under 18.

S3 This criterion is met. In May, the form lacked clarity on the implications of, firstly, 16 and 17 year-olds working alongside adults, and, secondly, of the school taking no responsibility for under 16s beyond the doors of the school; this had been suitably revised by the July visit.

S7 The school does not at present offer accommodation via the agencies for under 18s. Juniors are accommodated with parents and extended family.

#### 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	February 2015
Last full inspection	February 2015
Subsequent spot check (if applicable)	2016

Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	November 2018
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	2015 (As West London English School)
Ownership	Name of company: West London School Limited Company number: 9125881
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection.	Boom Zone, 22 Uxbridge Road, Ealing, London W5 2RJ
Details of any additional sites not in use at the time of the inspection	N/a

#### Student profile

Student profile	At inspection		In peak week: July
	May	July	In peak week
<b>ELT/ESOL students</b> (eligible courses)			
Full-time ELT (15+ hours per week) 18 years and over	40	46	46
Full-time ELT (15+ hours per week) aged 16–17 years	0	18	18
Full-time ELT (15+ hours per week) aged under 16	0	30	60
Part-time ELT aged 18 years and over	84	57	57
Part-time ELT aged 16–17 years	0	0	0
Part-time ELT aged under 16 years	0	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>124</b>	<b>151</b>	<b>181</b>
Junior programmes: advertised minimum age	12		12
Junior programmes: advertised maximum age	17		17
Junior programmes: predominant nationalities	Italian, Saudi Arabian		Italian, Saudi Arabian
Adult programmes: advertised minimum age	16		16
Adult programmes: typical age range	25–35		25–35
Adult programmes: typical length of stay	12 weeks		12 weeks
Adult programmes: predominant nationalities	Japanese, Italian, Saudi Arabian		Japanese, Italian, Saudi Arabian

#### Staff profile

Staff profile	At inspection		In peak week (organisation's estimate)
	May	July	
Total number of teachers on eligible ELT courses	9	11	13
Number teaching ELT 20 hours and over a week	1	7	
Number teaching ELT under 19 hours a week	8	4	
Number of academic managers for eligible ELT courses	3	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	2	
Total number of support staff	1	1	

#### Academic manager qualifications profile

Profile at inspection (May and July)	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	2

Total	3
Comments	
The two ADoSs have over three years' relevant experience though are not yet TEFLQ. The academic managers each teach 15 hours per week.	

**Teacher qualifications profile**

Profile in week of inspection	Number of teachers	
	May	July
Professional qualifications		
TEFLQ qualification	5	7
TEFLI qualification	4	4
Holding specialist qualifications only (specify)	0	0
Qualified teacher status only (QTS)	0	0
Teachers without appropriate ELT/TESOL qualification	0	0
Total	9	11
Comments		
These figures include the academic managers, all of whom teach.		

**Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)				
Types of accommodation	Adults		Under 18s	
	May	July	May	July
<i>Arranged by provider/agency</i>				
Homestay	7	10	0	0
Private home	0	0	0	0
Home tuition	0	0	0	0
Residential	1	2	0	0
Hotel/guesthouse	0	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0
<i>Arranged by student/family/guardian</i>				
Staying with own family	80	55	0	48
Staying in privately rented rooms/flats	36	36	0	0
Overall totals adults/under 18s	124	103	0	48
Overall total adults + under 18s	May: 124; July: 151			