

Organisation name	Wimbledon School of English, London
Inspection date	21–23 February 2018

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Wimbledon School of English in February 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

The Wimbledon School of English is a well-established, family-owned school. The school continues to be owned by the family of the founder. Overall responsibility for the running of the school lies with the managing director, who reports to the chairwoman and shareholders. All the members of the school's senior management team are very experienced and have worked together for many years. At the time of the inspection the former academic director was in the process of taking over as principal from the principal/managing director, officially from 1 March 2018, allowing the managing director to devote more time to marketing work.

The school also runs a residential summer centre for juniors aged 11–16 in an independent boarding school in Hampshire. The centre started in 2016 and had a spot check inspection that year. The senior management of the Wimbledon school has decided that, as from summer 2018, the centre should have separate accreditation and thus it will be inspected separately from the main school in Wimbledon.

At the time of the inspection there were general English classes at all levels, including examination and IELTS preparation courses, a business and professional English course, and a number of afternoon options classes, including communication skills at three levels. Three examination-preparation evening classes take place on Tuesdays.

The inspection lasted two days and one half day. The inspectors talked to the managing director (MD), the principal, the operations director, the marketing, sales and groups manager, the director of studies (DoS), the assistant director of studies (ADoS), the study centre manager, the registrar, the student services manager, the accommodation manager, the accommodation officer, the safety and corporate social responsibility officer, the administration, welfare and compliance officer, and the social programme organiser. All teachers timetabled to teach in the week of the inspection were observed. Focus group meetings were held with students and with teachers. One inspector visited three homestays and one shared student house.

Address of main site/head office

41 Worple Road, London SW19 4JZ

Description of sites visited

The school occupies two adjoining Edwardian houses in a residential street, a short walk from Wimbledon station. There is a reception area on the ground floor, management and administrative offices on all three floors, 21 classrooms, a student common room with adjoining snack bar, a study centre and a staffroom. There is a garden to the rear of the houses with seating, and two garden rooms, one of which can be used as a classroom and the other is an office for staff working in marketing.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" 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 checked="" 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

Most courses are full-time general English courses at all levels with 24 lessons (20 hours) or 28 lessons (23 hours 20 minutes) per week. Other 24-lesson courses include business English, preparation for external general English examinations, IELTS preparation, medical English (in January and July), and teacher refresher courses. Those enrolled on the intensive 28-lesson course can choose from a range of options classes in the afternoon, including communication skills, grammar and writing, and examination preparation. Other 28-lesson courses include legal English, with preparation for a legal English examination, and a course preparing for a medical English examination. An English & Culture course for learners aged 40+ is offered four times a year. Part-time afternoon classes of four lessons (three hours 20 minutes) take place twice a week, and evening classes of three lessons (two hours 30

minutes), including examination preparation, once a week. An academic year programme is offered for students wishing to study for 24 weeks or longer. One-to-one is offered; at the time of the inspection one student was having afternoon one-to-one tuition in addition to her morning class.

Students aged 16 and 17 are enrolled on adult courses. The school also accepts increasing numbers of groups: the minimum age for students in organised groups with a group leader is 15, and for students in closed groups 14.

Accommodation profile

The school offers students a choice of homestay accommodation, shared student houses and a Catholic hostel for single younger women. Three categories of homestay, 'standard', 'standard plus' and 'superior', offer bed and breakfast or half-board options. A fourth category, 'independent homestay', provides no meals but allows the student access to the host's kitchen. In all homestays the maximum number of students is four, homes are within 30 minutes' travel time from the school, offer free Wi-Fi and are asked whether they can provide students with the opportunity to speak English as much as possible. Four shared self-catering student houses were in use with a further two due to open in April 2018. Two of the student houses are owned by the school, the others are rented. They offer between five and nine bedrooms, some en-suite, and are categorised 'standard', 'standard plus' and 'superior'. The female-only hostel was not being used at the time of the inspection. In summer, if its own accommodation is full, the school directs students to university accommodation in the area, a flat-finding service and local bed and breakfast accommodation, but is not directly involved in bookings.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. There are well-developed and rigorous systems for strategic and quality management, communication is excellent, and staff management is effective. Student administration is efficient. The management of the provision operates to the benefit of the students, and in accordance with its publicity. *Strategic and quality management, Staff management, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are smart and well maintained, and facilities for students and staff are excellent, ensuring a comfortable and professional environment for work and relaxation. The range of learning resources available is very good, and guidance on their use for staff and students is effective. *Premises and resources and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is excellent, and teachers receive expert guidance from a strong academic management team to ensure that students are supported effectively in their learning. Course design is learner focused, and clearly structured. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learning management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides a very safe environment for students with good emergency procedures and pastoral care. There is a varied and imaginative programme of leisure activities with strong staff involvement and well matched to students' interests. The accommodation provided is suitable, closely monitored and well managed to the benefit of students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is a good provision for the safeguarding of students under the age of 18 within the school and in the leisure activities organised, with comprehensive safeguarding training to support this. Appropriate accommodation is used and recruitment procedures for all staff and hosts are thorough and well documented. *Safeguarding under 18s* is an area of strength.

Evidence

Management

Strategic and quality management	Area of strength
Report expires 31 March 2023	

M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The goals and values of the school are presented in a clear mission statement which is displayed in the school and on the website, and is included in staff and student handbooks, and in induction materials. The statement was drawn up at a workshop involving all staff, and is reviewed annually by the senior management team.

M2 The school's development plan contains objectives relating to every aspect of the school's operation, and is informed by feedback from staff and students, and by the senior management team's involvement in, and awareness of, issues in the wider ELT market. The plan is reviewed formally once a year and presented to staff, and is also an integral part of the school's proactive approach to continuous improvement.

M3 A clear organogram is in the staff handbook, with photographs and job titles of all staff displayed in the school entrance hall. Cover arrangements for all posts are well established, and additional staff are employed at peak times. The growth of the school has created a need for additional middle management positions, and training is being provided. Staff spoke positively about the impact on their work of the new database.

M4 Communications are very good. The MD reports to annual shareholder meetings, and the senior management team meets weekly, with an annual strategic meeting in June. There are weekly formal meetings for management, administration and teaching staff, with minutes on file. Two staff representatives meet quarterly and provide feedback to senior managers. A newsletter for homestay hosts, as well as twice-yearly social events and in-school workshops on safeguarding and Prevent, ensure good communication with hosts. All staff interviewed confirmed they felt well informed and welcomed the open approach to communication in the school.

M5 Feedback from students is taken very seriously and is collected in a variety of ways, including initial, first week, mid-course and end-of-course questionnaires, tutorials, weekly focus groups, and meetings. Feedback is collated and circulated to relevant staff, and action taken is recorded. There was evidence of response to student feedback in, for example, the provision of microwaves and the allocation of time slots to ensure fair access to computers in the study centre.

M6 Staff have opportunities to give feedback in the induction process, staff meetings, and in annual appraisals. An annual staff survey is conducted and any resulting action that is planned is communicated to staff at their monthly meetings. There was evidence of action taken after consultation with staff. All staff complete exit questionnaires at the end of their employment, and their feedback is discussed with relevant managers.

M7 The senior management team takes a very proactive approach to continuing improvement. As well as considering feedback from a range of sources, benchmarking against competitors and input from external experts contribute to the school's quality assurance cycle. A quality committee, composed of five middle managers, meets quarterly to review all feedback and considers action to be taken; the committee feeds back to the senior management team, and to staff. There were no points to be addressed from the last inspection.

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 regularly reviews these.	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.	Strength

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.

Strength

Comments

M8 The school's human resources policies are comprehensive, clearly set out, and made known to staff in their staff handbook, which is updated annually.

M10 Recruitment procedures are set out in the school's recruitment policy, and follow safer recruitment guidelines. Relevant staff have completed safer recruitment training. References were on file for recently appointed staff. The form recording telephone references was amended during the inspection to include the date and details of the referee's post/relationship to the applicant. Staff files sampled are maintained in excellent order.

M11 Induction procedures for all staff are very thorough, based on a checklist and recorded on an induction spreadsheet. All staff complete online training in safeguarding, Prevent and fire safety. New teachers are supported by a more experienced colleague. Short peer observations are arranged for new teachers early in their employment, and they complete a post-induction quiz at the end of their first two weeks. Administrative staff inductions include lesson observations and meetings with relevant departments. All staff receive a comprehensive staff handbook.

M12 There are good systems for monitoring and appraisal, clearly set out in the staff handbook. These include disciplinary, grievance and capability procedures. New staff have a six-month appraisal and all staff have an annual personal development interview at which goals are set, and any training needs identified. The performance of the MD is assessed by shareholders.

M13 There is a very strong focus on continuing professional development (CPD) in the school. Training needs are identified as part of strategic planning in the school, and in relation to individual staff personal development. Staff attend and often present at conferences, and some deliver training in other schools. A training programme for the school middle management team is being delivered by the principal and external speakers. Monthly teacher development sessions focus on practical teaching ideas, and are often delivered by teachers. Management and administrative staff have attended marketing and admin conferences, and many have completed higher levels of safeguarding training. Staff are expected to upgrade their qualifications, and funding for this is available. Staff spoke very positively of the proactive approach to CPD by school management.

Student administration	Area of strength
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.	Strength
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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 The registration team, together with the student services manager and her reception team, deal with all aspects of the enrolment process. Team members can cover for each other, and additional help is available at peak times. Students spoke positively about the helpfulness of reception staff. The school invested in a new database in 2016, and staff reported on the benefits the new system had brought to their work.

M15 Enquiries are dealt with by sales staff or student services staff, and academic managers can be called on for further information if necessary. Pre-course information is comprehensive, including access to the school's online learning platform, *e-wimbledon*, three months before arrival. During their course students can receive advice from teachers in their tutorials, from the study centre manager and from the academic managers.

M18 Records sampled contained all the information required, and the information can be accessed remotely. Checks of students' local contact details are made every two weeks and the database is updated.

M19 The school's policy on attendance and punctuality is explained to students at induction, on the website and on posters in classrooms. There is a rigorous system of monitoring, following up on absence, and dealing with poor attendance. Absence is reported within 15 minutes for students aged under 18 and at the end of the first lesson for adult students, and is followed up promptly. Welfare staff are kept informed of any welfare issues.

M20 The conditions and procedures are made clear to students at induction, and explained in accessible language

on the website and in classrooms. There is a staged procedure, during which staff check for any underlying problems, and appropriate sanctions.

M21 School management takes the views of its students seriously. The school's complaints policy is given to students at induction, and is on the website and in group leaders' handbooks. A poster displayed in the school explains the procedure by means of a simple flowchart. The policy includes the ultimate option of complaint to English UK.

Publicity	Area of strength
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.	Strength
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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's main medium of publicity is the website. A printed brochure is produced every two years, with information and fees inserts updated annually, as well as leaflets publishing the school's part-time courses. The school also maintains social media pages.

M22 The publicity materials, including photographs and video clips, give an attractive and very clear picture of the school's premises and location, as well as the full range of its services and resources. The leisure programme for the current week/month is on the website.

M24 Information about the full range of courses is presented helpfully in tabular form, with the objectives for each and the options for combining courses described clearly. The number of taught hours per week is on the fees and dates page, and was added to the individual course descriptions for further clarity immediately following the inspection. Information about non-teaching days is accessed via a link to an external website; a table containing this information was added to the fees and dates page to make access to the information easier. The minimum age of 16 is stated clearly; information about the occasional acceptance of 15 year-olds in organised groups was moved to a more prominent position on the introductory page for courses immediately following the inspection.

M26 There is information about the level of care for under 18s in the school in a dedicated section of the website. This includes the school's safeguarding policy, and detailed guidance notes for parents which make clear the level of supervision of under 18s on adult courses, and of those in closed groups. Parents/guardians are required to sign a comprehensive parental consent form as part of the booking procedure.

M27 Full and accurate descriptions of the different types of accommodation are provided, together with photographs and video testimonials from students.

Premises and resources

Premises and facilities	Area of strength
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.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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.	Strength

Comments

P1 The premises are smart, with many original features retained, cleaned to a very high standard, and well

decorated. There is a large and attractive garden. An ongoing programme of maintenance and refurbishment ensures the premises provide a very comfortable environment for students and staff.

P2 Classrooms vary in size and groups are timetabled accordingly. In some classrooms furniture was arranged in rows, and, although flexible, was seldom rearranged for classes. Stylish glass doors have been fitted to make rooms lighter and more open, and all classrooms have air conditioning.

P3 Students have excellent facilities for relaxation. As well as the garden with seating for good weather, there is a popular student common room with widescreen TV, magazines, games and computers for emails. Students meet here at breaks and eat lunch, and socialise after lessons end. There is Wi-Fi throughout the school.

P4 Free filtered water is available from two outlets in the school. A popular snack bar adjoins the student common room, and there is a coffee machine. Students can buy food in a range of outlets close to the school, and heat food in five microwaves provided.

P5 Signage throughout is clear and consistent in style, including the large external sign at the front of the school. There is a staff photoboard in the entrance hall. Noticeboards are attractive, well maintained with up-to-date and relevant information, and located in areas where students can access the information easily. A large screen in the student common room projects school information for the current week.

P6 Facilities for staff are very good. The teachers' room is spacious, quiet with doors opening onto the garden, and with sufficient workspace for everyone. An adjoining classroom can also be used for preparation. There is easy access to resources and computing and printing facilities. All staff have lockers. The school provides them with tea/coffee, biscuits, fruit, and lunch every day; they also have access to a small kitchen.

Learning resources	Area of strength
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.	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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 The school has an excellent stock of up-to-date learning resources, including supplementary and in-house materials, digital resources and photocopiable materials, for all the different course types offered. All students receive a coursebook. The resources are very well organised, with materials for morning and afternoon classes organised separately to avoid any replication.

P8 Teachers have access to a wide range of well-organised resources, including coursebook-related digital resources for the smart screens in classrooms. An up-to-date library of teaching methodology books is available, a particularly valuable resource for teachers studying on diploma-level courses, and the school subscribes to a number of professional publications and online resources. There are two photocopiers.

P9 There are smart screens in every classroom, except one which has a television screen. Training is provided for teachers, as well as technical support. Teachers were observed using the smart screens confidently, and in many cases creatively. There are 16 computers in the study centre, five computers for email use in the student common room, and Wi-Fi throughout the school.

P10 The study centre is an excellent and very well-organised resource. In addition to computers with language and examination practice programmes, there is a stock of several hundred graded readers, a large library of DVDs, a listening library, and extensive sets of general language practice and examination materials. Displays encourage students to use the full range of resources available.

P11 The study centre manager, who is also an experienced teacher, is available every afternoon from 13.30 to 16.30. He actively promotes the study centre and supports students by, for example, helping them to draw up a personalised self-study plan, designed around the student's learning style and interests. Students who use the study centre regularly receive a self-study certificate at the end of their course. The school's online learning platform, *e-wimbledon*, with a wide range of learning resources, is available to all students in the school, and they have access for three months before and after their courses. Teachers also book their classes in for study centre activities in the mornings.

P12 The DoS and study centre manager manage the budgets for teaching resources and the study centre respectively. Feedback on resources is collected regularly from students and teachers, and there was ample evidence of new resources, including the purchase of new computers, being introduced based on feedback. New

materials required for new course types are developed by members of the teaching team who are given non-teaching time to research and write materials.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 The qualifications profile of the teaching team is excellent. Of the 22 teachers, 18 are TEFLQ; four are TEFLI and either working towards a diploma-level qualification or due to start a course in 2018. Some teachers also hold relevant postgraduate qualifications, and three hold an externally validated certificate in teaching business English.

T3 The teaching team has a wide range of teaching experience and skills. Teacher development and EAP courses are taught by teachers who are all TEFLQ. The academic management team (AMT) uses the recruitment process, inductions, observations and appraisals to identify the strengths, and any development needs, among the teachers. Aspects of teacher deployment and the CPD programme contribute significantly towards ensuring the teaching team can deliver the full range of courses effectively. See T5 and T9.

T4 The three members of the AMT are TEFLQ, hold additional relevant qualifications and have experience in a wide range of teaching and academic management contexts. Their creativity and engagement with all aspects of academic management in the school was evident during the inspection.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
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

T5 The DoS considers a range of factors when matching teachers to courses so that an effective team is deployed. Account is taken of teachers' strengths, expertise, preferences, and availability. Teachers are expected to extend their experience and teach new courses, and are supported well by sharing classes with experienced colleagues, and by CPD sessions.

T6 Timetabling is very efficient. Timetables are prepared in good time and discussed with individual teachers. Maintaining continuity of teachers with classes is a priority; where teachers change, handovers are detailed. Classrooms vary in size and groups are allocated accordingly each week so that the learning environment for students is always comfortable.

T7 There are very good systems for cover. A pool of experienced local teachers can be called upon, and the DoS or ADoS can also cover. A handover form, with the relevant materials, is prepared before a cover teacher arrives.

T8 There are effective measures in place to integrate new students into classes. After assessment and induction on Monday mornings, new students join their class in the second lesson, when work on new topics/language is started. New students are assigned a 'guardian angel' friend, and are given a syllabus checklist for the week. Additional support can be provided by the study centre manager, and in tutorials. Good guidance emphasising the positive impact of continuous enrolment is available for teachers.

T9 Induction of new teachers is thorough, including observations to give insights into the teaching style in the school. Further support is given by their 'guardian angel', an experienced colleague. There are two-weekly, short informal CPD sessions for teachers to share ideas, and teachers spoke positively about being encouraged to develop any special pedagogic interests they have. The teachers were all very appreciative of the support of their academic managers.

T10 New teachers are observed in their first two weeks, with a follow-up observation, and all other teachers are observed at least once a year. Observation notes on file were seen to be perceptive and constructive; teachers commented positively on the developmental focus of the observations. Appraisals are arranged shortly after the

observations, and relevant feedback contributes to the CPD programme. Well-developed support procedures are in place for any teacher receiving negative student feedback. Peer observation takes place regularly.

Course design and implementation	Area of strength
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.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	N/a
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Every course is mapped against the Common European Framework of Reference (CEFR) levels and a syllabus of language items to be covered is drawn up for each course type. This syllabus checklist forms the basis of the course plan, which also suggests materials, with further guidance for teachers being given in their induction file. General English courses are based on a coursebook, which the teacher is encouraged to adapt and supplement with materials closely linked to the defined learning needs of the students.

T12 Courses are reviewed regularly by collecting feedback from teachers and students systematically at the end of every course; the feedback is recorded and discussed by the academic managers, who then take any action agreed upon. There was evidence of a new course being developed to meet perceived needs, with a syllabus, in-house materials and training for teachers having been completed recently.

T13 A course syllabus outlined in terms accessible to students is displayed in every classroom. A teacher draws up a weekly plan, based on the coursebook and on discussion with the students about their particular learning needs, and this is displayed in the classroom. The plan is flexible and may be amended as the week progresses.

T15 The syllabus checklist for each course includes a section on learner autonomy, and teachers highlight in class the importance of, for example, recording new vocabulary effectively and completing homework every day. Every Friday morning students reflect on their learning skills in class 'student reflection' time. Further support for independent learning is provided in the study centre, during tutorials and on *e-wimbledon*. Students receive a 'keep up your English' information sheet when they leave, and have access to *e-wimbledon* for three months.

T16 There is good integration of the local environment with course content, including a weekly lesson focused on British culture, and homework involving, for example, interviewing hosts. Teachers are encouraged to take students on educational visits which practise language learned in class; they also prepare students for excursions on the social programme. Students can also get involved with a range of charity events organised by the school, and those interested in higher education can visit universities, supported by the study centre manager.

Learner management	Area of strength
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.	Strength
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.	Strength

Comments

T17 All students are tested on arrival; the placement test includes grammar and vocabulary items, writing and speaking. Students are placed on the basis of their test scores, together with other information the school has about their past study, age, current learning needs and intended course length. See also T20.

T18 Students' progress is monitored regularly by means of weekly progress tests, standardised end-of-level tests at the beginning of the final week of a course, and an exit test on the final morning. All results are recorded in a student's learner profile, and entrance and exit results on academic reports. Progress is also monitored during tutorials when the teacher and student identify learning goals, which are recorded on *e-wimbledon* for future tracking.

T19 Procedures for changing classes or courses are clear. A student's placement and progress is monitored closely by teachers and academic managers, and any changes are decided on an individual basis. Excellent learning support is available from the study centre manager every afternoon; he can draw up an individualised study plan with learning targets, and help students access materials to address their learning needs.

T20 Comprehensive information about examinations is available on a noticeboard in the students' common area, on *e-wimbledon*, and from teachers and academic managers who have knowledge and expertise in this area. Students wishing to join examination-preparation courses are required to do a barrier test, and are then advised as to the most suitable exam. Long-stay students are encouraged to take exams because of the motivation they provide.

T22 The school has strong links with five UK universities and provides pathways onto their programmes. An important aspect of the study centre manager's role is that of advising and supporting students who wish to apply to study in the UK. He runs a 'job club' to help students draw up their CVs and personal statements, and organises visits to universities. There is comprehensive information about universities available in the study centre.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	General English, examination preparation, business and professional English, skills workshops, one-to-one.
Comments	
None.	

Teaching: classroom observation	Area of strength
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.	Strength
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 Teachers demonstrated sound knowledge of the use of English and gave helpful explanations and relevant examples. At higher levels nuance and register were explained well. Spoken and written models were accurate. Many teachers wrote up new language with helpful information such as pronunciation and syllable stress and word class, and made judicious use of phonemic script.

T24 Lesson content was closely linked to course objectives in all lessons observed. Class profiles showed good awareness of students' strengths and learning needs, with topics and materials chosen clearly of interest to the students. Differentiation was often planned for, and seen during the lesson. In examination-preparation classes teachers' expert knowledge of exam tasks and techniques was evident.

T25 Intended learning outcomes were generally clearly expressed and shared with students, although sometimes aims were shared with students in the class as lists of activities. Lessons were generally staged appropriately so that students were challenged, activities were varied and were not allowed to go on too long.

T26 Teachers used a good range of techniques confidently. They used nomination effectively to ensure maximum participation, and good use was made of elicitation, prompting and concept checking. Most teachers listened carefully and allowed students to produce longer utterances. Controlled oral practice was monitored well.

T27 A good range of resources was seen. Coursebooks were exploited well and supplemented with audio and

handouts. All teachers used the smart screens competently, and some used them creatively and to their full potential. In some classes teachers had given insufficient thought to seating arrangements and students were sitting in rows, which made student-to-student communication awkward at times.

T28 Teachers used a range of correction techniques appropriately, including encouraging self- and peer-correction, and took notes during fluency activities for delayed correction afterwards. All students were given encouraging and constructive feedback, with teachers frequently acknowledging success at individual level.

T29 Teachers checked learning in various ways, including checking homework, reviewing language taught in previous lessons, and setting up productive tasks requiring students to use new language in a variety of contexts.

T30 Teachers generally provided clear instructions, graded their language well and were able to personalise topics to interest students. Students worked well together, particularly in information-gap activities which required them to collect information from and report back on their partners. The learning atmosphere was purposeful in all classes, with teachers and students sharing good rapport and engaged in working together, and students clearly confident about asking questions and expressing their opinions.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority of the segments observed being good or very good. Teachers showed sound knowledge and awareness of language systems, lesson content was relevant and lessons were planned to include a wide variety of activities. An appropriate range of teaching techniques was seen, and teachers generally managed the classroom environment and resources well. Correction and feedback was handled well, and students' learning was evaluated appropriately. Teachers established good rapport and students were engaged in their learning. There were instances of lesson objectives being expressed as activities, rather than clear learning outcomes, and in some cases insufficient thought had been given to seating arrangements.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 There is very good provision to ensure the safety and security of students, with one of the three directors and a member of staff specifically responsible for health and safety. The health and safety policy is reviewed annually. A health and safety committee meets quarterly and the subject is a regular agenda item at staff meetings. The school and its own student houses are covered by CCTV. Students and staff have photo ID cards on lanyards, visitors sign in, and any without ID badges are challenged. There are annual fire and general risk assessments of all premises, monthly fire evacuation practices, and weekly alarm tests. Evacuation routes are shown to new students, staff and visitors at induction. All staff complete online fire-awareness courses and three are trained fire marshalls. Portable electrical equipment is tested annually in all owned premises.

W2 A comprehensive emergency plan has been developed with external expert advice. A 'Critical incident support team' of the directors and senior staff has access to the full plan and meets quarterly to review procedures. Staff, visiting group leaders and homestay hosts have condensed versions of the plan. Students are told what to do in an emergency at inductions and also via *e-wimbledon*. Staff taking students off site are instructed what to do in an emergency.

W3 Students' pastoral care is considered the responsibility of all staff and is provided to a very high standard. At their induction after testing and interview, new students have an induction talk followed by a quiz, a welcome pack

and tour of the school and meet the welfare and accommodation officers. Even short-stay students have at least one tutorial with their teacher, and teachers tell relevant staff if any welfare problems emerge. Male and female prayer rooms are available and, if necessary, students are accompanied to a medical centre or to register with the police. Additional support is given to under 18s who have separate rules, colour-coded ID badges, are identified on class registers and have a separate end-of-first-week meeting with the welfare officer, who is the designated safeguarding lead (DSL). Students with special educational needs are whenever possible identified and given extra support.

W4 All staff and homestay hosts have basic awareness training in safeguarding and Prevent. Tolerance and respect feature in the school's mission statement. A detailed policy and procedures about bullying and harassment is in the staff handbook. The school rules, introduced at induction and in the student handbook, address the subject, supported by notices in accessible language around the school.

W5 The emergency number is provided in pre- and post-arrival information, at induction, on students' ID cards and, out of hours, on the school's landline. The emergency phone is rotated every week among seven senior members of staff and provides access to students' next of kin details.

W6 All students are sent a comprehensive pre-arrival document with links to transport information and costs. For airport transfers a meet-and-greet service is available, and strongly recommended for under 18s. Drivers must wait for delayed incoming students and must contact the emergency phone holder before leaving the airport.

W7 Before arrival students have access to the student handbook via *e-wimbledon*. This, the handbook, induction talk and information around the school on noticeboards and a rolling screen is up to date and generally accessible. Advice is presented on a range of practical topics from safety and cultural norms to health care, banking, school rules and the law.

W8 Information about students' rights to medical and dental treatment under the NHS and how to access services is given in pre-arrival information, the first day induction talk and at a first Friday follow-up meeting for new arrivals with the welfare officer. Four members of staff are qualified first aiders. There is a 'Personal emergency evacuation plan' made for any student with restricted mobility. Staff are available to accompany students to medical centres.

Accommodation (W9–W22 as applicable)	Area of strength
<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.	Strength
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.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The student houses and homestays visited provide students with clean, comfortable living environments. The hosts visited clearly knew their students well and treated them as full members of their households. The criteria and guidelines provided when hosts are recruited specify the facilities and services required.

W10 There are suitable arrangements for the regular cleaning of the shared student houses. The rules and regularity of cleaning are set out in the house-share information packs. All the houses include laundry facilities. Homestay hosts have rules and guidance on the laundry arrangements the school expects.

W11 The school's policy is for homestays and student houses to be visited every year. Gas and fire safety are regularly checked. The accommodation team may also conduct spot checks 'when passing' or if a problem arises. From the homes sampled it was clear that the accommodation manager knows the hosts well and uses that knowledge when placing students.

W12 Information about accommodation sent to students in advance includes full details and photographs of the selected student house or a pen-portrait of the homestay by the host, describing themselves and other members of the household. Students are encouraged to make direct contact with their host before they arrive.

W13 New students complete a first-day and a first-week questionnaire, and have a meeting on the first Friday with the accommodation manager, welfare officer and ADoS. Students' satisfaction with accommodation is also monitored in their tutorials, final questionnaires and a leavers' meeting. Problems are dealt with promptly. Relevant student feedback, negative and positive, is passed on to hosts.

W14 Hosts and landlords of student houses receive written criteria, rules and advice about what the school and students expect. A twice yearly newsletter to hosts is used to give further advice on, for instance, 'popular foods

with students' and remind them of important service requirements. Hosts are invited to occasional workshops and evening parties at the school.

<i>Accommodation: homestay only</i>	
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

W17 If a host accepts students from more than one provider this is noted at initial and subsequent checks. The accommodation team verifies the number, gender, nationalities and age of any other students in the home before placing one of the school's students there.

<i>Accommodation: other</i>	
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.	Met

Comments

W21 There is advice available at reception and on *e-wimbledon* about renting a flat. Staff also provide help and advice with booking independent accommodation, checking tenancy agreements and so on.

Leisure opportunities	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Students are given excellent information about and access to social, cultural and sporting events. The social programme organiser visits every class at the start of each week promoting the social programme, and also events taking place locally or in central London which might interest students. She also sends a weekly email with, for instance, news of transport problems or a theatre-ticket offer. She and colleagues will assist individual students with advice and help with booking tickets. Homestay hosts receive the social programme to make them aware of any possible impact on meal times and enable them to encourage their students to participate in events. The social programme, with prices, is also promoted on noticeboards, *e-wimbledon* and the school's website.

W24 The social programme offers at least two events per day during the week and a weekend excursion, the latter sometimes arranged by a student tour company. At least one weekday activity is free. The programme provides for a range of interests, for instance 'Ladies table tennis', 'Video games for under 18s', hip-hop workshops and a salsa dancing class, a learn-how-to crochet club, football and squash, a job club, and museum trips or an evening in Chinatown in central London, led by teachers and admin staff.

W25 The social programme is well organised and resourced. The programme organiser, who has been at the school for eight years, is an experienced enthusiast; teachers and other staff are encouraged and, where appropriate, paid for their contributions and involvement. Where appropriate, students on trips have maps, handouts and worksheets. Any special needs, for instance restricted mobility, are taken into account when planning and implementing activities.

W26 There are up-to-date comprehensive risk assessments for all on- and off-site activities, which are regularly reviewed and adjusted. Risk assessments are signed off by the activity leader. For off-site activities, staff carry a rucksack with first-aid kit, mobile phone, a list of participants and their phone numbers, a map and briefing sheets for each student (for one-day excursions), guidelines on how to respond to emergencies, and a copy of the risk

assessment. Activity leaders provide feedback after trips, which contributes to the risk-assessment revision.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

The school promotes itself as an adult school with a minimum age of 16. At inspection, from a total of 164 students enrolled there were five under 18s. At peak in July the school estimates about 20 per cent of students could be 16 and 17 year-olds. Groups of students, usually school groups including under 18s and accompanied by a teacher, enrol for short periods throughout the year and particularly in summer and January. Some of these are closed groups which are taught separately and for whom the minimum age is 14. Exceptionally, other school groups may include a few 15 year-olds and these could be integrated into international classes so as not to exclude the few 15 year-olds from their classmates' experience. Individual students aged under 16 are not accepted.

S1 There is a comprehensive safeguarding policy which the school has developed and checked with its training consultant, an expert in the field. It is reviewed annually by the safeguarding team of eight, which includes the three directors, managers and the DSL. The policy is supported by a code of behaviour for all staff, a 'whistle-blowing' policy and student codes of conduct.

S2 The full policy is included in the staff handbook. A condensed version and a two-page child protection summary are available on the school's website. The condensed form is given to homestay hosts, group leaders, the school's taxi company and other contractors. All staff complete online basic awareness safeguarding training with an annual update provided face-to-face by an external trainer. Other updates are given at monthly staff meetings under the regular safeguarding item on their agendas. The DSL and eight members of the school's management team have had specialist level training. All homestay hosts are asked to complete online basic safeguarding training and are required to show a certificate of course completion. The accommodation manager, who is trained to specialist level, runs face-to-face safeguarding workshops for hosts who may find the online course difficult, and also gives updates on her annual homestay visits.

S3 Parents or guardians sign a parental consent form. Forms signed by agents on behalf of parents are not accepted. The five-page form is comprehensive but a few words (e.g. 'abide by', 'thus') are unnecessarily difficult for non-native speakers.

S4 Four senior staff including the managing director have been trained in safer recruitment. The school checks the suitability of all staff, hosts and other adults working or living with under 18s. Enhanced DBS checks are required for staff. All homestay hosts, whether or not they accommodate students under 18s, and other adults resident in that household are required to have enhanced DBS checks. Visiting group leaders and any staff employed while working abroad must provide evidence of satisfactory police checks. Staff, hosts and group leaders also complete and sign the Children Act 1989 self declaration. The school's taxi company provides written confirmation that its drivers are DBS checked. References are required from all staff and hosts: written staff references are followed up by telephone or email, with follow-up notes retained on file. For hosts, the form that referees complete asks about the suitability of the host's whole household.

S5 Under 18s have relevant rules explained to them at a separate induction with the welfare officer on their first morning. The students' understanding is checked with a quiz. They also sign a 'Contract for students under the age of 18' and have a second meeting with the welfare officer at the end of the week when she checks they know who to go to with problems or concerns. Under 18s are identified by a colour code on the ID cards they carry on a

lanyard and their age in years is given on class registers. At the end of their first day, teachers check with under 18s whether they have any problems and that all new students know how to get home. They also ensure that teaching materials, activities and pairings are age appropriate. Every week the DSL gives a list of the under 18s in the school to managers. Attendance in class and on activities is checked and reception staff are informed within minutes if an under 18 is absent and set about establishing their whereabouts. At breaks and lunchtime, under 18s have no special supervision and parents consent to this in advance; however, academic managers patrol common areas during these times. It is made clear to visiting group leaders at their induction that they are responsible for monitoring and supervising any under 16s in their groups during breaks and lunchtime.

S6 The school stipulates a 22.00 curfew during the week and 23.00 at weekends for under 18s; the parent can specify an earlier curfew but not override these times with a later one. Students sign the under-18s contract and all hosts and staff are made aware of relevant rules. On excursions, there are special rules for 16 and 17-year-olds and a supervision ratio of at least 1:15. Visiting group leaders taking their students separately off site are suitably briefed and sign an appropriate waiver.

S7 Under 18s must have homestay accommodation unless staying with a family member. No under 18s share homestays with either other students or the hosts' own children if they are aged 18 and over. Hosts are issued with *Guidelines for Hosting Under 18s*.

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	1983
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	2016 during the first year of the summer junior centre
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Junior summer centre to be separately accredited
Other related non-accredited schools/centres/affiliates	London open centre for externally validated English examinations

Private sector

Date of foundation	1964
Ownership	Name of company: Wimbledon School of English Company number: 2595499
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection	<p>The Mansel Road Centre, Mansel Road, London SW19 4AA Three rooms used in peak periods, and for closed groups, with use of snack bar.</p> <p>Wimbledon High School, Mansel Road, London SW19 4AB Three classrooms used in July and August only.</p> <p>Both additional sites are a few minutes' walk from the main school.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	141	318
Full-time ELT (15+ hours per week) aged 16–17 years	5	85
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	18	10
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	164	413
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–29	16–25
Adult programmes: typical length of stay	6–8 weeks	2–4 weeks
Adult programmes: predominant nationalities	Japanese, South Korean, Taiwanese, Thai, Saudi Arabian	South Korean, Thai, Italian, Taiwanese, Saudi Arabian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	28
Number teaching ELT 20 hours and over a week	14	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	3	3–4
Number of management (non-academic) and administrative staff working on eligible ELT courses	20	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	

The DoS is not timetabled to teach. The ADoS was not timetabled to teach in the week of the inspection although the ADoS does full-time teaching every few months.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	13
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	16
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	73	3
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	24	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2
Staying in privately rented rooms/flats	62	0
Overall totals adults/under 18s	159	5
Overall total adults + under 18s	164	