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| Organisation name | Wimbledon School of English Juniors |
| Inspection date | 25–27 July 2023 |

| Section standards | |
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| 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 |
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| We recommend continued accreditation. However, evidence must be submitted within 12 months to demonstrate that weaknesses in leisure opportunities and S4 will be addressed before the start of the next course. The required evidence was subsequently submitted. |

| Summary statement |
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| <p>The British Council inspected and accredited Wimbledon School of English juniors in July 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>The inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of leisure opportunities was noted.</p> |

Introduction

Junior courses in two locations are run by the Wimbledon School of English, a well-established, family-owned school. One is a residential course for students aged 12–17 run at the Lord Wandsworth College (LWC) in Hampshire. A non-residential course is run in Wimbledon, in a centre very close to the main school for students aged 14–17 who are accommodated in local homestays.

For the first three weeks of the Wimbledon-based course, classes were split between two premises located near the main school. The week before the inspection, classes were moved to the Wimbledon High School (WHS) premises.

This compliance-only inspection took two days, a half and a part day. Meetings were held at each centre with the centre manager (CM), the directors of studies (DOS), the welfare and student services manager, the activities manager, LWC venue liaison person, and focus group meetings were held with students, teachers, activity leaders and group leaders. All teachers timetabled to teach during the inspection were observed. At head office, meetings were held with the director of young learners, the chief executive officer (CEO), the principal, the DOS, the assistant DOS, the marketing and digital media manager, the registrar, and the accommodation manager.

Address of head office

Head office: 39–41 Worple Road, Wimbledon, London SW19 4JZ

Description of sites visited

Lord Wandsworth College (Long Sutton, Hook RG29 1TB) is a boarding school set in a rural location. Facilities used include boarding houses, teaching accommodation, a dining hall, a theatre and offices for staff. Summer school students also use sporting and recreational facilities including playing fields, tennis courts, sports halls and an indoor swimming pool.

Wimbledon High School (Mansel Road, London SW19 4AB) is a short walk from the main school/head office. In one block on the enclosed school site, three classrooms, or more when needed, were being used for teaching and two others for an office and a staff room respectively. There was also a large hall used for assembling students together and for testing and break times.

| Course profile | Year round | | Vacation only | |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults (18+) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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

Each week, LWC students study for 18 hours followed by a programme of sports and activities. WHS students study for 12.5 hours a week followed by excursions and activities. The courses are split into general English or project-based classes for students with a higher level of English, followed by skills' workshops, such as journalism, filming or debating.

Management profile

The centre managers are responsible for overall management of each centre. They report to the director of young learners based at HO, who in turn reports to the principal of the main school. They are assisted at each centre by a director of studies (DoS), social activities manager(s) and a head of welfare and student services. Based at the main school/HO, with year-round roles, are the director of young learners, the WHS DoS and the head of welfare and student accommodation.

Accommodation profile

At LWC four residences are available and there is no homestay provision. There is a selection of single, twin, triple rooms plus a few small dormitories, all with shared bathroom facilities. At the time of the inspection two girls' houses and one boys' house were in use. All students attending WSE juniors are in homestay accommodation and the majority of students stay in twin rooms a short walk or bus ride from the school.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision generally operates to the benefit of students, and in accordance with the provider's stated goals, values and publicity.

Premises and resources

The provision meets the section standard. 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.

Teaching and learning

The provision meets the section standard. 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 met the requirements of the Scheme.

Welfare and student services

Overall, the provision meets the section standard. The needs of the students for security and pastoral care are well met. The students benefit from well-managed student services and accommodation. The leisure and out of class programme is appropriate but activities are insufficiently well organised and not all staff have appropriate experience and training. There is a need for improvement in *Leisure opportunities*.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school; and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy and staff are trained to implement it.

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. | 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. | Not met |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part. | Met |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Met |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | Met |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation. | Met |

| Comments | |
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| <p>There is an explicit statement in writing of the school's goals and values, which is widely presented to staff and students, and there are clear plans for the future development of junior courses. The management structure is clearly described and is reinforced by photographs, and continuity has generally been ensured. However, staff reported feeling very stretched at times and feedback from students and staff indicated that some aspects of the course, particularly excursions, were not being delivered in an organised way. There are effective procedures for collecting student and staff feedback, and there was evidence of action taken. However, some activity staff reported that their concerns were not being addressed. Review processes are very thorough, and a detailed self-evaluation was submitted for the inspection.</p> | |
| Staff management and development | Met |
| 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. | Met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Not met |
| M11 There are effective induction procedures for all staff. | Met |
| 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. | Not met |
| Comments | |
| <p>Staff management systems are appropriate, and job descriptions are in place for all staff. Recruitment is generally well organised, but two staff files only contained one reference. Systems for induction and appraisal are in place. However, some staff did not feel fully prepared for their roles and ongoing support was not sufficient for them to feel confident or to be fully effective.</p> | |
| Student administration | Met |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Met |
| 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. | Met |
| Comments | |
| <p>Student administration is well managed, staff are helpful and courteous, and records are accurate and complete. There are appropriate policies relating to attendance and punctuality. Records are kept of any concerns or complaints and the follow-up actions taken.</p> | |
| Publicity | Met |
| 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. | Not 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 | Met |

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| description of the level of care and support given to any students under 18. | |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

The main medium of publicity is through dedicated pages on the Wimbledon School of English's website. A junior courses brochure can be downloaded from the website. There are also social media pages for the summer centres.

Information is clear and easily accessible and generally accurate. However, information about the teaching premises in Wimbledon is not available. All the other criteria in this area are fully met.

Premises and resources

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| 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. | Met |
| 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. | 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. | Met |
| 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. | Met |

Comments

The LWC premises are entirely suitable and provide a very comfortable environment for students and staff. The WHS premises offer suitable spaces for teaching, offices and a small outdoor area for relaxation, although this was not accessible during the inspection.

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| 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. | N/a |
| P11 Students receive guidance on the use of any resources provided for independent learning. | N/a |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |

Comments

There are appropriate learning resources available for students and a good range of resources for teachers. The technology is well maintained, and teaching and learning resources are regularly reviewed and developed.

Teaching and learning

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| Academic staff profile | 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. | Met |
| 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 | |
| The academic staff profile is appropriate, and all members of the academic management team are TEFLQ with relevant experience. | |
| Academic management | Met |
| 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. | Met |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Met |
| Comments | |
| Academic management is well organised. Testing, timetabling and cover arrangements are effective. Teachers reported very positively on the day-to-day support they received. All teachers have been observed by the DoS, with the addition of pop-in observations by other members of the academic management team. Appropriate in-house development sessions are planned and delivered in response to needs identified during the observations. | |
| Course design and implementation | Met |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Met |
| 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 | |
| Teachers create schemes of work using the detailed syllabus, which references appropriate resources that can be used. Students are made aware of the learning outcomes and a record of what has been covered in lessons is shared with them at the end of each week. One excursion a week at LWC is included in the course curriculum and lessons incorporate preparation and follow-up for these trips. Learner autonomy is included in the syllabus. The various excursions and activities offer students opportunities to use their language outside the classroom. | |
| Learner management | Met |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |

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| T18 There are effective procedures for evaluating, monitoring and recording students' progress. | Met |
| 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. | Met |
| 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. | N/a |

Comments

Procedures for the placement of students or change of class are effective, as are the procedures for evaluating and monitoring students' progress. All students have at least one tutorial during their stay and receive a certificate at the end of their course.

Classroom observation record

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| Number of teachers seen | 9 |
| Number of observations | 9 |
| Parts of programme(s) observed | General English, Green Leaders and Workshop skills |

Comments

None.

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| Teaching: classroom observation | Met |
| 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. | Met |
| 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. | Met |
| 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. | Met |
| 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. | Met |

Comments

T23 Teachers produced accurate and clear models of spoken English and in most of the segments seen provided clear explanations of grammar and vocabulary.

T24 Lessons were generally well planned, and the activities and content took account of the class and students' profiles. In a few cases, there was a lack of effective planning to deal with the wide range of abilities.

T25 In the majority of segments seen there were clear links between the activities and aims, and the outcomes were achieved through a logical and coherent sequence of activities.

T26 In most segments a range of teaching techniques was used effectively, including nomination, elicitation and concept checking.

T27 On the whole, teachers managed the classroom environment effectively and used appropriate resources. In a few cases, the arrangement of the furniture and positioning of students hindered the participation and interaction of some.

T28 Students generally received appropriate feedback and teachers used a variety of error correction techniques.

T29 A range of activities enabled learning to be evaluated by both teachers and students.

T30 On the whole, teachers created a positive learning atmosphere and students were generally motivated and engaged. Occasionally there was a lack of awareness by the teacher that some students had become disengaged.

Classroom observation summary

The teaching ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers generally planned for learning outcomes based on the needs of their students and used a range of appropriate techniques to involve the students in purposeful learning tasks. Overall, the classroom environment and resources were handled well, students were generally fully engaged, and teachers created positive learning atmospheres. The teaching observed met the requirements of the Scheme.

Welfare and student services

| Care of students | Met |
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| 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 |
| Comments | |
| There are good measures in place to ensure the safety and security of students on the premises, and a comprehensive plan to respond to any emergency. Welfare and support services are of a high standard and tolerance and respect are encouraged throughout the programme. Airport transfers are satisfactory and reasonably responsive to unforeseen circumstances. | |
| Accommodation (W9–W22 as applicable) | Met |
| All accommodation | |
| 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. | Met |
| 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 | |
| Both residential and homestay accommodation are of a good standard and appropriate checking and monitoring systems are in place. Booking documentation is thorough and timely and there is a shared understanding of the rules. The main meals provided in residential and homestay accommodation are satisfactory. Student feedback at both centres indicated that students would like more varied packed lunches. | |
| 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 | Met |

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| language, unless the students, their agents, parents or legal guardians specifically request this in writing. | |
| 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 criteria in this area are fully met.

Accommodation: other

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

Comments

N/a

Leisure opportunities

Need for improvement

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| 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. | Not met |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Not met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Not met |

Comments

The social activity teams promote and engage students in a range of cultural and social activities through the activity and excursion programmes. Students have access to a wide variety of sports and leisure activities. Although excursion documentation, including student lists and an itinerary are provided for accompanying staff, students and group leaders reported that trips were often disorganised. Staff feedback indicated that they felt insufficiently supported to carry out their duties. Risk assessments are conducted but they do not routinely include clear guidelines on how to respond to situations where students are at risk. Although fully qualified staff coaches deliver the prebooked football and tennis options the social activity leader teams have insufficient experience, training and/or in-house support to deliver other elements of the sports and leisure programme.

Safeguarding under 18s

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| Safeguarding under 18s | Met |
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Met |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. | Met |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy. | Not 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. | Met |

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| 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 |
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Comments

There is a comprehensive safeguarding policy and all staff and homestay hosts had received safeguarding training. Recruitment policies and procedures are appropriate, and all the staff have suitability checks in place, but not all staff had two references on file. Completed parental consent forms for all students were on file and relevant staff had access to the information they required. Arrangements for the supervision and safety of students during scheduled activities and outside the programme are good. Suitable accommodation arrangements are in place and contact arrangements between the provider and parents is very good.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

| Inspection history | Dates/details |
|---|-----------------------------|
| First inspection | 2016 |
| Last full inspection | 2018 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) by this multicentre organisation | N/a |
| Other related accredited schools/centres/affiliates | Wimbledon School of English |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

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

Premises profile

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| Address of Head Office (HO) | N/a |
| Name and location of centres offering ELT at the time of the inspection but not visited | The Mansel Road Centre, London SW19 4AA: 2–3 rooms in peak periods Wimbledon Reference Library, 35 Wimbledon Hill Road, London SW19 7NB: 2 rooms Hillside Church, 37 Worple Road, London SW19 4JZ: 1 room in peak periods |
| Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited | N/a |

DATA ON CENTRES VISITED

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|--------------------------|-------------------------|
| 1. Name of centre | Lord Wandsworth College |
| 2. Name of centre | Wimbledon Juniors |
| 3. Name of centre | |
| 4. Name of centre | |
| 5. Name of centre | |

| Student profile | Totals at inspection: centres visited | | | | |
|---|---------------------------------------|-----------|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Centres | | | | | |
| ELT/ESOL students | At inspection | | | | |
| 18 years and over | 0 | 0 | | | |
| 17 years and under | 95 | 42 | | | |
| Overall total | 95 | 42 | | | |
| U18 programmes: advertised minimum age(s) | 14–17 | 14–17 | | | |
| U18 programmes: advertised maximum age(s) | 17 | 17 | | | |
| Predominant nationalities | Brazilian, Spanish, Chinese, Italian. | | | | |

| Staff profile at centres visited | At inspection | | | | |
|--|---------------|-----|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Centres | | | | | |
| Total number of teachers and academic managers on eligible ELT courses | 8 | 6 | | | |
| Total number of activity managers and staff | 13 | 9 | | | |
| Total number of management (non-academic) and administrative staff | 2 | 2 | | | |
| Total number of support staff | 3 | N/a | | | |

| Academic manager qualifications profile at centres visited | | | | | |
|---|-----------------------------------|----------|---|---|---|
| Profile in week of inspection: at centres visited | Total number of academic managers | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| Centres | | | | | |
| TEFLQ qualification and 3 years' relevant experience | 1 | 3 | | | |
| Academic managers without TEFLQ qualification or 3 years' relevant experience | 0 | 0 | | | |
| Total | 1 | 3 | | | |

Comments

Zero hours teaching for academic managers scheduled at either centre. The three academic managers at centre 2 are academic managers at the adult school and one of them also visited centre 1 and supported the DoS there.

| Teacher qualifications profile at centres visited | | | | | |
|--|--------------------------|----------|---|---|---|
| Profile in week of inspection at centres visited | Total number of teachers | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| Centres | | | | | |
| TEFLQ qualification | 1 | 2 | | | |
| TEFLI qualification | 5 | 1 | | | |
| Holding specialist qualifications only (specify) | 0 | 0 | | | |
| YL initiated | 0 | 0 | | | |
| Qualified teacher status only (QTS) | 1 | 0 | | | |
| Teachers without appropriate ELT/TESOL qualifications. | 0 | 0 | | | |
| Total | 7 | 3 | | | |

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

| Arranged by provider/agency | Adults | | | | | Under 18s | | | | |
|---|---------------|----------|----------|----------|----------|------------------|----------|----------|----------|----------|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Centres | | | | | | | | | | |
| Homestay | | | | | | 0 | 29 | | | |
| Private home | | | | | | 0 | 13 | | | |
| Home tuition | | | | | | 0 | 0 | | | |
| Residential | | | | | | 95 | 0 | | | |
| Hotel/guesthouse | | | | | | 0 | 0 | | | |
| Independent self-catering e.g. flats, bedsits, student houses | | | | | | 0 | 0 | | | |
| Arranged by student/family/ guardian | Adults | | | | | Under 18s | | | | |
| Staying with own family | | | | | | 0 | 0 | | | |
| Staying in privately rented rooms/flats | | | | | | 0 | 0 | | | |
| | Adults | | | | | Under 18s | | | | |
| Overall totals | | | | | | 95 | 42 | | | |

| Centres | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Overall total adults + under 18s | 95 | 42 | | | |

Post MA