

Organisation name	Wimbledon School of English, London
Inspection date	21–23 March 2023

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
<p>The British Council inspected and accredited Wimbledon school of English, London in March and 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>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Wimbledon School of English (WSE) is a well-established (est.1964) privately owned English language school. The school is owned by the directors (including a non-executive director). Overall responsibility for the running of the school lies with the managing director, who reports to the board of directors and the shareholders. All the members of the school's senior management team are very experienced and have worked together at WSE for over twenty years except for the director of studies who joined the school in September 2022.

The school also currently runs one residential summer centre for juniors aged 12–17 in an independent boarding school in Hampshire, plus a junior summer school, with homestay, in Wimbledon for juniors aged 14–17. Some staff at the main school also have responsibilities for aspects of the summer school but the junior summer centres have separate accreditation and did not form part of this inspection.

The inspection lasted two days and one half day. The inspectors talked to the managing director (MD), the principal, the operations director, the groups and activities manager, the accommodation manager, the director of studies (DoS), the two assistant directors of studies (ADoS), the academic project manager, the marketing and digital media manager, the registration manager as well as members of the registration and accounts team. 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 one homestay and one shared student house.

A brief spot check in July 2023 checked the homestay accommodation provision.

Address of main site/head office

39–41 Worple Road, Wimbledon, London SW19 4JZ

Description of sites visited/observed

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 (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English classes are offered at all levels and a full range of classes was running at the time of the inspection. Students can study for 20 hours (24 lessons) or more intensively with 23 hours and 20 minutes (28 lessons). Different combinations of lessons are available and include examination and IELTS preparation courses, a business and professional English course, and a number of afternoon options classes, including communication skills and grammar and writing. Two examination-preparation evening classes take place on Tuesdays.

Management profile

The senior management team (SMT) at WSE comprises the managing director, the principal, the operations director and DoS. This team remained the same in size throughout the pandemic. However, as they worked with a skeleton administration staff the SMT took on various other roles along with their own in order to keep the school running effectively.

The academic management team comprises four academic managers: the director of studies, the academic project manager and two assistant directors of studies (ADoS). The two ADoSs usually work in rotation with one teaching while the other works alongside the DoS in academic management. At peak times both ADoSs work in academic management. The academic project manager works on different projects such as junior centre support, overseas projects and any other WSE projects which require academic operational input.

Accommodation profile

The provider offers three grades of homestay accommodation, and they are all within a very reasonable distance from the school either by walking or bus. Many of the homestay hosts have worked with the school for a considerable number of years. The school also offers self-catering house sharing in four houses, two owned by the school and two are rented exclusively, with long-term agreements, by the school.

Summary of inspection findings

Management

The provision meets the section standard. The school has clear goals and values and sound quality and review procedures. Staff management is efficient and communication is very effective. There is good human resources support and development for staff. Student administration is carried out with care and attention. Publicity includes all the relevant information and is very clearly laid out. The management of the provision operates to the benefit of students and in line with Scheme requirements.

Premises and resources

The provision meets the section standard. The premises are very good, well maintained and equipped, providing a very comfortable environment for study and relaxation. There are appropriate resources available and guidance on their use is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic programme is very well managed and delivered by the academic team. Course design is appropriate and fully meets the needs of the students. Learner management has appropriate processes and is managed very effectively. The teaching observed met the requirements of the Scheme

Welfare and student services

The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from very well-managed student services, including out-of-class activities and suitable accommodation. The provision meets the section standard.

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. The provision meets the section standard.

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.	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

The goals and values of the school are clearly articulated by managers, as well as being expressed within school documentation. The shared ethos permeates all the activities in the school and was evident inside and outside the classroom. Objectives are very comprehensive, appropriately focused, monitored and measured. The structure of the organisation is clear and communicated to all stakeholders, so that everyone knows who is responsible for particular areas. Staff resources are sufficient to meet the current provision and management appreciate the correlation between staffing levels and quality provision. Communication is very effective and is both formal and informal. Review systems are extremely thorough and it is clear that feedback informs planning and practice.

Staff management and development

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.	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.	Met

Comments

Human resources policies and practices are very comprehensive, and regularly reviewed. Detailed job descriptions are in place. Recruitment procedures are very effective, and record keeping is good. Induction is thorough and recorded. Appraisal processes are clearly laid out in handbooks and the process restarted in October 2022 and some meetings have been completed. The remaining appraisals have been scheduled for completion in the coming months. All staff are given a variety of opportunities for continuing professional development and this is a key feature of the school. Staff commented very positively on the opportunities available to them.

Student administration

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

Student feedback indicated that students were very happy with the customer service provided and the information they received before and during their stay. Programme and course information is very clear and the student handbook contains additional useful information. Record keeping and invoice processes are managed very efficiently. Attendance is monitored closely and any absences are followed up swiftly. Complaints procedures are clearly laid out.

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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
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 also available and is scheduled for an update in 2024. Information and fees inserts are updated annually, as well as leaflets publishing the school's part-time courses. The school also maintains social media pages.

The information on the website is accurate and gives rise to realistic expectations. The language used throughout is accessible and all the required information on courses and costs is very clearly laid out. Details regarding the level of care for under 18s are well described and claims to accreditation are in line with Scheme requirements.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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 premises provide a professional environment for staff and students. The facilities and shared spaces are in very good decorative order throughout. Classrooms fully meet all aspects of the criterion and the areas for relaxation are very good. The common room is well equipped. The snack bar provision is appropriate and the bank of microwaves made available to students at lunch time is fully utilised. Free drinking water is provided. The school is also in easy reach of additional food outlets. Signage both exterior and interior is generally clear and well placed. There are satisfactory facilities for display in common spaces and classrooms. All teachers have their own lockers and there is good provision of space for meetings and relaxation, including a dedicated area in the garden.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Resources for teachers and students are in good supply and are suitable for all the courses offered. There is very good provision of technology inside the classrooms and it is well maintained. Independent learning resources, are made available to students, and they are given guidance on how to use them. E Wimbledon, an in-house platform of learning resources is available to students as soon as they have completed registration. The resources support their learning during and after their stay and form part of the homework and tutorial system. There is an appropriate resources review cycle in place, which takes student and staff feedback into account. Licences for a language app have recently been purchased in response to student requests for additional paper-free learning support materials.

Teaching and learning

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 are fully qualified and the majority have extensive experience. All academic managers are TEFLQ and three hold an ELT management qualification.

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

Teachers are well matched to courses and supported to work with the classes they are assigned to. The timetabling of teachers and cover arrangements are formalised and effectively carried out. There is very effective day-to-day support available to teachers from the academic team. Formal observations are carried out annually and records are well maintained. Drop-in observations are completed regularly and provide teachers with useful developmental feedback.

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

Course design is based on the coursebooks in use, and teachers are provided with guidance in their handbook and from regular briefings. There is a rationale for course design, and it is aligned with the needs of the students. Course checklists and schemes of work are made available to students. There is a consistent approach to developing students' learning strategies and supporting students to develop their language skills.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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.	Met

Comments

There are effective procedures for the placement of students and the availability of classes at all levels assists with the accurate placement of students. Students' progress is monitored by means of regular tests and the tutorial system allows personalised support. Test results are collated by teachers and recorded. All students receive certificates; academic reports are provided on request. Students wishing to progress to mainstream education have access to relevant information and advice.

Classroom observation record

Number of teachers seen	19
Number of observations	19
Parts of programme(s) observed	All

Comments

One ADoS and the academic project manager were observed along with the 17 teachers deployed at the time of the inspection.

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 generally demonstrated a very good knowledge and awareness of grammatical and lexical systems and provided accurate models of spoken and written English; teachers demonstrated their knowledge of phonological systems and there was consistent evidence either in the plans or the lesson execution. Attention to pronunciation features was of a high standard.

T24 The content the lessons was appropriate; and plans consistently showed that the learning needs and backgrounds of the students had been taken into account. Detailed student profiles were made available.

T25 All lessons had a clear set of activities based on a single topic or language point. The content of the lessons was varied and coursebook material was used imaginatively. Learning outcomes were consistently shared with students.

T26 A wide range of teaching techniques was used consistently by teachers including appropriate attention to individuals, eliciting and effective monitoring. Good use was made of concept questions to check students' understanding of new target language. Students were given extensive opportunities to develop their use of spoken language and pronunciation.

T27 Classroom management was very well handled. In many segments purposeful and energising changes to seating and interaction were incorporated which helped to maintain student engagement and active participation. There was some effective use of time limits.

T28 There was consistent and effective use of gestures and prompts to encourage self-correction. Appropriate attention across the majority of classes was paid to pronunciation. Well-chosen controlled practice was also seen after correction.

T29 Learning was often evaluated by means of pair and group work as well as completing written exercises from the coursebook. In some segments short assessment activities designed by the teacher were also included.

T30 Overall, effective management of the learning materials and tasks ensured a purposeful atmosphere; in all segments students were attentive and fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from excellent to good against the criteria with the majority being very good. Teachers demonstrated sound grammatical awareness and provided relevant models of the language. Lesson content was appropriate and there was good identification of students' individual learning needs so lessons were tailored to the needs and cultural background of the students. The techniques used were appropriate and used confidently. Resources were managed very effectively. Evaluation of learning was included and constructive feedback to learners was incorporated. The classroom atmosphere was purposeful.

Welfare and student services

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

Comments

The school has appropriate measures in place to ensure the safety and security of students on both school premises and in the two student houses owned by the school. There are comprehensive plans to respond to any emergency both on and off-site, and staff and students are made aware of the relevant parts of these. Students receive good pastoral care and know who to go to with any personal problems. Students and staff are aware of the policies promoting tolerance and respect and the procedures for dealing with abusive behaviour. Students are given a 24-hour emergency contact number. This as well as essential information and advice about life in the UK is clearly presented during inductions, in the student handbook and on the school's online platform.

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

Students in both homestay and shared student house accommodation have a comfortable living environment and the arrangements for cleaning and laundry are entirely satisfactory. Accommodation is inspected by an experienced member of staff and records are accurate and well organised. All certificates and checks were in place, the schedule for conducting re-visits was up to date. There are well-established procedures for confirming the booking, and for checking if the student has any problems with the accommodation, and if there are, these are resolved as quickly as possible.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.

Met

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.

Met

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.

Met

W19 English is the language of communication within the homestay home.

Met

W20 Hosts ensure that there is an adult available to receive students on first arrival.

Met

Comments

Homestay hosts are made fully aware of the requirements for hosting students and their compliance with these requirements is carefully monitored.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.

Met

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

N/a

Comments

Students are given information and advice about living in their own accommodation.

Leisure opportunities

Met

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.

Met

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

Comments

Students are kept very well informed about things to do both with the school and independently. The social programme is well-organised and planned with input from both students and staff. Risk assessments are thorough, experienced staff lead the activities or excursions and provide feedback after the event.

Safeguarding under 18s

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

Comments

There were 13 students aged under 18 during the inspection and 70 during the peak period. Throughout the year 16–17 year olds are accepted on adult courses. Occasionally students under 16 are accepted if they come as part of a group with a group leader.

The safeguarding policy is comprehensive. Designated staff are appropriately trained and all staff and homestays complete basic level training. The parental consent forms are very thorough and ensure parents are fully aware of the degree of supervision offered. Recruitment procedures are in line with safer recruitment good practice. Supervision arrangements are suitable both during and outside scheduled lessons and activities. Contact arrangements with parents/guardians are in place.

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	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) at this centre	A small teacher development course provision is offered through separate publicity to the main course publicity
Other related accredited schools/centres/affiliates	Wimbledon School of English Young Learners has separate accreditation
Other related non-accredited schools/centres/affiliates	N/a

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	N/a
Details of any additional sites not in use at the time of the inspection	The Mansel Road Centre, London SW19 4AA 2–3 rooms in peak periods Hillside Church, 37 Worple Road, London SW19 4JZ, 1–2 rooms in peak periods

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	155	193
Full-time ELT (15+ hours per week) aged 16–17 years	13	70
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	15	7
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	183	270
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	18–30	16–25
Adult programmes: typical length of stay	6–7 weeks	2–4 weeks
Adult programmes: predominant nationalities	Japanese, South Korean, Swiss, Saudi Arabian	Italian, Argentinian, South Korean, Swiss, Saudi Arabian

Staff profile	At inspection	In peak week: July (organisation's estimate)
Total number of teachers on eligible ELT courses	17	28
Number teaching ELT 20 hours and over a week	17	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	17	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4

Comments

Two academic managers were teaching 2.5 hours each on Tuesdays at the time of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	10
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	17

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	80	12
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	28	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	62	0
Overall totals adults/under 18s	170	13
Overall total adults + under 18s	183	