

| | |
|-------------------|------------------------------|
| Organisation name | The London School of English |
| Inspection date | 17–21 June 2019 |

| 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. | N/a |

| Recommendation |
|---------------------------------------|
| We recommend continued accreditation. |

Summary statement

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

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

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, and leisure opportunities.

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

Introduction

The London School of English operates at two London centres, as well as its accredited school in Canterbury, and branch in Stockholm. Other parts of the business are the London School of International Communication and London School Online. The school also funds a charity, the London School Trust, which sponsors educational and cultural development projects.

In general, the Holland Park Gardens centre (HPG) hosts more mature and experienced professionals on short ESP or combined courses, while students at Westcroft Square (WS) tend to be in their twenties, on longer general English courses.

Most of the senior management team is based at HPG but all staff, including the teaching team, move between the two centres regularly. There has been a restructuring of senior teams since the last inspection, leading to the appointment of the director of operations (DO), whose areas of responsibility comprise courses, operations (including client services and reception), and catering. The resulting new courses team consists of the DO, the head of courses and two courses managers, one based at each site and each with experience and a good working knowledge of the other's role.

The inspection took place over three full days, two half days and one part-day, and involved two inspectors. Meetings were held with the chief executive, the director of operations, the director of sales and marketing, the head of courses, the courses managers (HPG and WS), the facilities manager, the customer experience manager, the head of CRM and business development, and the registrar. Inspectors also spoke informally to the alumni development manager. The owner of the business attended the final round-up meeting.

A student focus group meeting and a teacher focus group meeting were held at each site. One inspector visited two homestays, one residence and one serviced apartment block. All teachers timetabled during the inspection were observed.

Address of main site/head office

15 Holland Park Gardens, London W14 8DZ

Description of sites visited

Both sites were in use during the inspection. The Holland Park Gardens school occupies a double-fronted Victorian house in a residential area. Sales and marketing, finance, courses and student services teams are all based here, as well as the chief executive. There is an office for the facilities manager and IT support, as well as four additional classrooms in adjoining huts at the rear of the building. There is a dining and relaxation area, leading on to an outside terrace with seating, as well as 21 classrooms for group or one-to-one tuition, computer rooms, and a teachers' room with adjoining resources room on the lower ground floor. There are designated male and female prayer rooms, and toilets on the lower ground and first floors.

The Westcroft Square (65 Westcroft Square, London W6 0TA) school is located in a residential square close to Stamford Brook station and neighbouring shops and services. It is a two-storey building with a garden to one side. The main entrance leads from the street to a reception area with offices, reception desk, and the trainers' room on one side, and a kitchen and dining area on the other, with garden access. The first and second floors are reached by stairs and lift, and there are eight classrooms on the first floor, two of which are designated as male and female prayer rooms as required, and six classrooms on the second floor with a computer room. There are toilets on all floors.

| 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 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 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 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

Comments

The school offers business and professional English group courses of 15 or 30 hours per week in groups of up to four participants. The 15-hour programme can be combined with additional hours of individual tuition. A general English course of 15 or 22 hours per week in groups of up to six participants is also available, with the option of additional hours of individual tuition as required. Individual tuition courses of 15, 20 or 30 lessons per week are also offered. The school also arranges closed group courses for corporate clients and public institutions.

Management profile

The chief executive reports to the owner of the business, and has overall responsibility for the London and Canterbury schools. The three directors, of sales and marketing, finance and operations, as well as the facilities manager, all report to him, and each manage their own teams. The operations director is responsible for the courses, catering and operations teams. Teaching staff are managed by the courses managers, who in turn report to the head of courses.

Accommodation profile

The school offers and arranges homestay, residential and serviced apartments and has partnerships with local hotels. The student experience manager has overall responsibility for accommodation. Homestays are all within 40 minutes of the school buildings, and are in two categories, Silver, with shared and Gold, with private bathroom. The school has exclusive use of 39 rooms in one residence and rooms available as required in another. The main residence at Prince Consort Village is a short walk from the Westcroft Square centre, and the other a short bus journey from the school. Students can also stay in serviced apartments close to the school. The school works with a number of local hotels which it can book for students at preferential rates. One inspector visited two homestays, one residence and one serviced apartment block. One of the inspectors stayed in a hotel recommended by the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The provision is impressively managed and operates in every respect to the clear benefit of the students, and in accordance with the provider's stated goals, values, and 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 provide students and staff with an extremely comfortable and professional environment for work and relaxation. A very good 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. *Premises and facilities 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 team has a very strong professional profile (qualifications, experience and continuing professional development), wholly appropriate to the context. Teachers receive very good 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. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides students with high levels of pastoral care, and student services are well managed. The school offers a wide range of high quality conveniently located accommodation. The leisure programme is varied, well organised and meets the needs of the students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence**Management**

| Strategic and quality management | Area of strength |
|--|-------------------------|
| 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 statement of the organisation's goals and values is prominently displayed, and is very evidently known to all staff, many of whom had a role in creating it. Managers and other staff showed strong awareness of issues in the ELT sector likely to impact on decisions and planning.

M2 The organisation makes use of an established business development model which enables it to clearly and effectively capture, monitor progress, and carry out review in relation to its specific objectives.

M3 The structure is made clear to students through induction and photographs of staff on display. The structure is further supported through a range of opportunities for staff to familiarise themselves with others' roles, with a view to ensuring effective cover arrangements.

M4 Strong and open communication is one of the stated values of the organisation, and this is evident throughout the school, with well-informed, engaged staff in every area. Homestay hosts also benefit from good communications, including opportunities to attend social events.

M5 As well as early and end-of-course feedback there are numerous additional channels for students, including weekly tutorials, long-stay consultants, and the alumni development manager who circulates regularly and assiduously. Most issues are resolved immediately and/or fed into planning to improve services. Good records are kept of the process.

M6 Formal meetings and appraisals include specific opportunities for staff feedback, and staff representatives meet regularly with the chief executive. Exit interviews are held with departing staff and inspectors met with a consistent staff perception that their views are heard and valued.

M7 The organisation operates within a comprehensive and regular quality review cycle which incorporates a wide range of sources of information, including staff and student feedback, previous inspection reports, and external consultancy and benchmarking. The self evaluation provided for inspection was exceptionally comprehensive, clear and accurate.

| 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 looks after its staff well; subsidised lunches are provided, staff clearly feel valued and well supported, and an extremely positive work environment has been created. Going the extra mile and taking pride in its work are two of the organisation's key values.

M11 All staff receive a comprehensive induction. Induction time is paid, teachers are assigned mentors and there are opportunities for shadowing and observing colleagues.

M12 A clear, supportive and very people-centred appraisal process is in place, which reflects the school's emphasis on open communication through regular conversations during the year, focusing on targets, achievements and any areas for improvement or development needs. Teachers are regularly observed and have an annual appraisal meeting.

M13 Continuing professional development (CPD) is well established and funded, and there is full staff engagement at all levels, from internal sharing of experience and expertise through to external training courses. Financial support is available to upgrade qualifications and for teaching staff there is support and a clear process for peer observation.

| 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. | Strength |
| 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. | Met |
| 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 Customer service is supported by comprehensive systems and technology, so that information can very easily be entered, retrieved and manipulated. Students in the focus groups were extremely positive about the approachability and helpfulness of all staff at every stage of their experience, and feedback consistently demonstrates very high levels of customer satisfaction.

M15 Comprehensive pre-course information and communication is provided through the website and the sales team, within which at least seven languages are spoken. Systems are sophisticated and robust, and students benefit from high levels of personal attention and support before, during and after their stay.

M16 Procedures are transparent and efficient, and geared to meet the needs and expectations of students in all respects. Initial checks on well-being and satisfaction are routine.

M19 The attendance policy is comprehensive and clearly indicated to students. At WS, there are notices on classroom doors regarding punctuality. Procedures are efficiently implemented and good records kept. Any issues are systematically followed up and sensitively handled.

M21 The complaints procedure is clear and appears on the website, as well as forming part of induction and being displayed prominently in both schools. It is evident that all complaints are taken very seriously and that the client views are highly valued.

| 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. | Strength |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Strength |
| 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. | N/a |
| 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 | |
| <p>The website is the main medium of publicity, and a brochure is also produced, which can be downloaded from the website. A range of social media channels is also used.</p> <p>M22 Publicity provides very clear and fully representative descriptions and captioned pictures of the provision, which represent the student experience. The leisure programme is included on the website, and use is made of numerous student testimonials. These were seen at inspection and are all carefully stored with the appropriate permissions.</p> <p>M23 Information is well written and accessible. Key parts of the website have been professionally translated into the languages most relevant to the school.</p> <p>M24 Descriptions of course content are clear, detailed and consistently presented across courses.</p> <p>M27 Accommodation options are presented in a dedicated section of both website and brochure, and include photographs of different accommodation options in use, including real homestays hosts and “stories” of homestay experiences.</p> | |

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. | Strength |
| 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 Both schools are in a very good state of repair, well presented and maintained, extremely clean throughout, and very appropriately suited to the student population in each case. There are attractive and welcoming communal and dining areas inside and outdoors at both sites. Staff areas and facilities are also of a very high standard.

P2 All classrooms are sufficiently spacious for the number of students accommodated, and benefit from good natural light, air conditioning and flexible furniture or appropriate arrangements for executive and one-to-one classes.

P3 The dining and relaxation areas in both schools are very popular and provide an exceptionally welcoming environment, where students congregate and socialise with each other and staff members. There is reliable Wi-Fi provision throughout.

P4 The school has its own chef and catering team, who provide lunch every day, as well as snacks and treats at break times and for any social gatherings that are organised. The food sampled was exceptional, and students in the focus group were highly complimentary about their lunches.

P5 Signage and display is very clear and consistently branded throughout. Noticeboards are up to date and attractively presented.

P6 Staff areas and facilities in both schools are spacious and comfortable with workstations for all, access to good systems and resources, and facilities for storing and heating food. Staff can also take advantage of subsidised lunches.

| 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. | Met |

| | |
|---|----------|
| 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 Learning resources are well organised and there is a wide range of up-to-date learning materials suitable for all course types, including specific materials for one-to-one students and specialist subject areas.

P8 A very good range of materials is available to teachers, including an online materials bank. Regular exchange of materials is encouraged, and there is excellent access to technology to facilitate internet use and materials production, as well as streaming of content to classrooms.

P9 There is a very good range of educational technology in classrooms, which teachers are trained to use, and which is well maintained and supported through a responsive technical support service for both sites.

P11 All students are sent a link to the school's own online learning platform prior to arrival and have access to this throughout and for three months after their course. Guidance on the use of this facility is provided at induction and in class.

P12 All resources are systematically reviewed as part of the school's annual planning meeting, which takes teachers' feedback into account among other factors. Teachers are allocated time for producing new materials, and resources are invariably purchased where teachers request them.

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 More than two thirds of the teaching team were TEFLQ during the week of the inspection, and there is evidence that this is typical of the year-round profile.

T3 Many teachers have additional subject knowledge and experience as well as additional qualifications which creates a wide range of skills appropriate to the course types offered.

T4 All members of the courses team are TEFLQ with extensive experience in academic management.

| 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 Teachers are carefully matched to courses, taking expertise and experience into account, but also as an extension of professional development in extending individuals' experience of different courses.

T6 Timetabling is well organised and made accessible in good time to teachers and students, and the process is designed to take into account the needs of specific groups and individuals.

T7 There are several layers of cover and care is taken to ensure that any teacher covering a class has experience of that course type.

T8 Teachers have guidelines on dealing with new arrivals and continuing students in the same class. There are starter lessons, and the syllabus is negotiated with groups on a weekly basis.

T9 Teachers benefit from excellent support systems. Course managers are available at key times, communications are good, and there are regular and frequent meetings and development sessions. New teachers are assigned buddies, and teachers have paid training up time before they teach on new courses. Peer observation is actively facilitated. Teachers in the focus group were very positive and appreciative of the support available to them.

T10 Formal observations are clearly linked to CPD and appraisal. There are also frequent drop-in observations with more frequent observations and follow ups as appropriate. Teachers in the focus group were very positive about the observation process and feedback.

| 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. | Met |

Comments

T11 Courses are designed to meet customer needs, which have normally been established in advance and are checked on arrival. Every course has guidelines and a methodology statement, some courses have a coursebook, and teachers draw on the wide range of available materials to build their course, in negotiation with students.

T12 Formal review of courses takes place annually and takes into account both teacher and student feedback. The process is documented through action points arising. More frequent review takes place through ongoing negotiation of the programme with students.

T13 Weekly plans are produced and reviewed with groups and individuals in order to address needs as they emerge and develop. There are dedicated boards in every classroom where the intended outcomes for the day are written up.

T15 Course guidelines include a focus on independent learning and ways to encourage it. All course participants have access to the school's own online learning platform, which remains available for three months after their course.

| 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. | 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. | Strength |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met |

Comments

T17 Students may complete an online level test, which is then checked on arrival. Class composition is generally very homogeneous, and the flexible course offering, including one-to-one tuition as required, is responsive to individual needs.

T18 Progress is regularly monitored and tracked. Weekly tutorials and learner plans provide individual review and feed into final reports to provide detailed information on progress. Intensive general English courses have a progress test every six weeks.

T21 Academic reports are comprehensive, detailed and professionally presented.

Classroom observation record

| | |
|--------------------------------|-----|
| Number of teachers seen | 31 |
| Number of observations | 31 |
| Parts of programme(s) observed | All |
| 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. | Strength |
| 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. | Strength |
| 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 Most teachers demonstrated sound language knowledge and awareness, provided clear and accurate models, and were able to give clear examples and explanations. Many focused effectively on aspects of pronunciation and use of phonemic script was widespread. Models on the board generally included additional information such as parts of speech and stress marks.

T24 Plans included very detailed and clear student profiles which showed detailed awareness of the needs of individuals and groups. Use was made of relevant activities, extension work, and alternative materials to meet these needs.

T25 Learning outcomes were invariably clear, and consistently shared with students. Lessons were effectively and appropriately staged, with obvious progression from the familiar to the unfamiliar. Many plans made explicit links between student profiles and lesson content.

T26 In most classes, confident use was made of a range of techniques as needed, including appropriate elicitation, prompting and concept checking. In weaker lessons, this range was more limited, particularly with to one-to-one teaching.

T27 Whiteboards were used very effectively, often with the use of colour, and were generally well organised. Classroom equipment and technology was confidently used and materials were attractive and professional.

T28 Teachers provided a great deal of encouragement, and made use of principled, consistent feedback in most cases. Overall a good range of correction techniques was used and dealing with errors was part of the majority of plans.

T29 Some activities to evaluate learning were clearly planned, if not always made explicit as such. Teachers provided recap and review and regularly reminded students of previous learning.

T30 An extremely positive and purposeful learning atmosphere was established in all classes. Teachers ensured a good variety of interaction patterns and provided clear instructions. Voice projection and pace were very good, and appropriate pace was maintained. Teachers showed strong awareness of learners, and students were wholly engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with a large majority of lesson segments observed being excellent or good. Knowledge of the linguistic systems of English was sound, and teachers were able to provide good models and explanations. Lesson content was highly relevant to the needs and cultural background of the students, and led to relevant learning outcomes. Techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen. Teachers' strong awareness of individual and group strengths resulted in a very positive learning atmosphere.

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 Safety and security measures are comprehensive and appropriate. Roles and responsibilities are clearly specified in job descriptions. Premises are risk assessed fully and periodically. Fire precautions are appropriate and include the appointment of two fire marshals on each floor of school buildings.

W2 There are comprehensive procedures in place for handling a security or safety emergency on or offsite, including clear guidelines for staff and sensitive advice and briefings for students.

W3 Students and staff are aware of extensive pastoral care for students. Specific people are responsible for students' pastoral care which is differentiated for students to cater for differences in ages and length of stay.

W4 Tolerance and respect feature in the school's values and policies. Information is available for students on noticeboards and in the student welcome pack.

W6 The majority of students book a transfer service through the school. Students choosing to travel independently, receive personalised information about how to travel to their accommodation and the school.

W7 Students receive comprehensive, up-to-date, well-presented information in a welcome pack, via the school website and during induction.

W8 Students have access to very good healthcare provision. There are four trained first aiders on each site. Front of house staff are available to give students healthcare information, and to accompany students to medical or dental appointments if required.

| Accommodation (W9–W22 as applicable) | Area of strength |
|--|------------------|
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Strength |
| 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. | Met |
| 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. | Met |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Strength |

Comments

W9 Two homestays, one residence and one serviced apartment were visited. All provided accommodation of a very high standard. In all accommodation bedrooms were spacious and well equipped with free Wi-Fi.

W11 The school ensures that annual inspections of accommodation are carried out. Systems for recording and planning inspections are efficient and comprehensive. In addition, spot checks are carried out on accommodation where feedback is below the school's expected standards.

W13 Feedback on accommodation is collected on the second day of the course, usually one-to-one or in small groups. The client experience manager speaks to every student individually about their accommodation during the first week. Accommodation issues are followed up promptly.

W15 Dietary requirements, restrictions and allergies are noted at the time of booking and passed on to homestay hosts. Hosts discuss meal requests with students and respond accordingly.

Accommodation: homestay only

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

Met

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

Met

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

Met

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

Met

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

Met

Comments

All criteria in this area are fully met.

Accommodation: other

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

Met

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

Met

Comments

All criteria in this area are fully met.

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.

Met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.

Met

Comments

W23 Students receive very good information about and access to leisure opportunities. They receive information about the social programme through the website, induction and displays in the school, and events are advertised and documented on the school's social media platforms. In addition to the social programme, students can ask the school to arrange other events.

W24 The school organises a variety of activities which are appropriate to the range of interests and ages of the students. Students commented very positively about the programme.

W25 Administration and teaching staff are involved in the leisure programme. A member of staff usually carries out a pre-activity visit to ensure thorough planning. Staff are fully briefed with written and verbal instructions.

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 | 1957 |
| Last full inspection | June 2015 |
| 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 | London School Online; London School of International Communication |
| Other related accredited schools/centres/affiliates | London School of English Canterbury |
| Other related non-accredited schools/centres/affiliates | London School of English Stockholm |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 1912 |
| Ownership | Name of company: The London School of English and Foreign Languages Limited Company number: 522995 |
| 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 and not visited | N/a |

Student profile

| | At inspection | In peak week: August (organisation's estimate) |
|--|---|--|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 117 | 220 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 0 | 0 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| Part-time ELT aged 18 years and over | 3 | 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 | 120 | 230 |
| 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 | 18+ | 18+ |
| Adult programmes: typical age range | 18–50 | 18–50 |
| Adult programmes: typical length of stay | Too varied to generalise | Too varied to generalise |
| Adult programmes: predominant nationalities | Brazilian, French, Italian, Japanese, Korean, Saudi, Swiss, Taiwanese, Thai, Turkish | Varies a lot but roughly in line with inspection week |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|----------------------|---|
| Total number of teachers on eligible ELT courses | 30 | 40 |
| Number teaching ELT 20 hours and over a week | 19 | |
| Number teaching ELT under 19 hours a week | 11 | |
| Number of academic managers for eligible ELT courses | 3 | 3 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 23 | |
| Total number of support staff | 9 | |

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 head of courses and the two courses managers do not have teaching commitments.

Teacher qualifications profile

| Profile in week of inspection | |
|--|---------------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 17 |
| TEFLI qualification | 13 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 30 |
| 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 | 25 | N/a |
| Private home | 0 | N/a |
| Home tuition | 0 | N/a |
| Residential | 39 | N/a |
| Hotel/guesthouse | 0 | N/a |
| Independent self-catering e.g. flats, bedsits, student houses | 6 | N/a |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | N/a |
| Staying in privately rented rooms/flats | 50 | N/a |
| Overall totals adults/under 18s | | |
| | 120 | N/a |
| Overall total adults + under 18s | 120 | |

Points to be addressed

None.