

Organisation name	English Path, London (Greenford and Canary Wharf)
Inspection date	2–3 September 2025

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W9 and S4 have been addressed.

**Summary statement**

The British Council inspected and accredited English Path, London in September 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

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

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

**Introduction**

English Path (EP) is a subsidiary company of GEDU Global, a global provider of education headquartered in Greenford, London, United Kingdom; the group also includes Global Banking School (GBS). GBS offer further and higher education courses across the world and EP schools share some of their premises. EP provides language courses to adults, young learners and is also a pathway provider for university entrance. It has centres in London, Leeds, Manchester and Birmingham as well as overseas in Dubai, Paris, Malta, Toronto, Dublin, Riyadh and Brisbane. The head office and first EP school opened in Greenford in April 2021. This was followed by the Canary Wharf (CW) centre (also included in this inspection), which offers courses to students aged 30+. The UK young learners' provision, which has separate accreditation, commenced operations in 2022 and operates from the Greenford centre where closed group courses are offered from September to May, in addition to the summer provision at Middlesex University.

The inspection took place over two days with two inspectors visiting each of the two centres for one full day. Meetings were held with the regional head of operations, the global head of academics, the academic manager (AM) at Greenford, the director of studies (DoS) at Canary Wharf, the student services manager, the student services officer (Greenford), the student services officer (CW), the global head of admissions, the global head of young learners, the senior sales operations and marketing manager, the human resources officer: Dublin & the UK, and the human resources apprentice. Focus groups were held with students, teachers, and a group leader. One inspector visited one of the student residences, spoke to a representative of the accommodation provider used for some of the homestay provision, and had a virtual tour of two of the in-house arranged homestays. All teachers timetabled during the inspection were observed.

#### Address of main site/head office

891 Greenford Road, London UB6 0HE

#### Description of sites visited

EP Greenford operates from a dedicated self-contained area comprising classrooms and offices on the ground floor of a three-storey building shared with GBS. The large reception area, café, and student seating areas are common to both schools. Entrance to the premises is secure: all staff, students and visitors are issued with a security pass from reception which allows access through controlled turnstiles. The EP school has five classrooms, a teachers' room, an office shared by all EP staff, a student break room, and a large library that is shared by EP and GBS staff and students. Other rooms, including a lecture theatre are available for EP Greenford as needed. In addition to a disabled toilet, there are separate male and female toilets, shared by EP and GBS staff and students.

EP Canary Wharf (Import Building, 2, Clove Crescent, East India, London E14 2BE) is located on the fifth floor of the premises and is shared by GBS staff and students, although EP has several dedicated areas. Access is strictly controlled from reception, with access to lifts to all floors via controlled turnstiles. The 5<sup>th</sup> floor opens to a large reception area with zoned student seating areas common to both schools. EP CW has its own dedicated reception desk and three classrooms, although additional rooms are available on request. The EP office is shared by all EP staff and there is a fully equipped staff kitchen. There are separate toilets for staff and students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<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

The school offers general English courses at EP Greenford (16+). These can be combined with 'electives' including examination preparation classes, and/or mixed level skills courses. Closed groups of junior students (8–17 years) are also offered from September to May.

At EP Canary Wharf general English courses (30+) with the option of 'electives' are offered. Business Management and Leadership and Digital Marketing courses (18+) are also promoted, although these were not running at the time of the inspection.

#### Management profile

The managing director (MD) has overall responsibility for the management of all EP schools. In London, he is assisted by the regional head of operations (Dublin & the UK), based in CW, and the global head of academics, based in Greenford, both of whom are supported by the operations and academic teams at the two London schools. The global head of young learners is also based in Greenford and reports directly to the MD.

## Accommodation profile

Both sites provide residential studio accommodation and homestays for students. The majority of students stay with homestay hosts or find their own accommodation. At the time of inspection, the Greenford school was about to move from using one residential accommodation to another nearby in Wembley. The school has contracted six studio flats with these new providers. The Canary Wharf site contracts a small number of studio flats in two residences; one in Wembley and another in Lewisham. The studios contain a bed, desk, chair, wardrobe and drawers, and bathroom and small kitchen. These studios are part of a large residence that has a social space and laundry. For homestay accommodation, the organisation has worked with a registered agency for some time but is also in the process of growing its own list of hosts near to each school. From time to time, the Greenford school uses a nearby hotel for under-18s closed groups who require residential accommodation.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Communication within the school and across the organisation is very good and student administration is carried out effectively and efficiently. Publicity is clear and accurate. *Strategic and quality management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are very well maintained and provide a very comfortable and professional environment for work and study. The range of materials available to staff and students is appropriate and additional support is available for students outside of lessons. *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 is appropriately qualified, and teachers and students are well supported. 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*, *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 needs of students for security, safety, and information are met comprehensively. The accommodation provided is suitable and appropriate, and systems are managed effectively. Students are provided with a wide choice of social and cultural events and leisure activities, and comprehensive information and guidance is provided. *Care of students* and *Leisure opportunities* are areas of strength.

### 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 organisation and in leisure activities and accommodation provided.

### 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.	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.	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.	Met

#### Comments

M1 There is a very clear statement describing the goals and values of the organisation. This is widely promoted in handbooks, policies, posters around the schools, and publicity materials. Staff were able to articulate the goals and values of the schools very clearly.

M4 Communication within and between the schools is very effective, involving a wide range of channels. Frequent meetings take place with all staff, and key head office staff are either based in or regularly visit both schools. Open plan offices further ensure opportunities for communication between departments.

M5 Comprehensive and accessible feedback forms are administered at key points in a student's stay, in addition to quarterly focus groups. Responses are analysed and shared at local and group level, and relevant aspects shared with academic staff and accommodation providers, as well as students.

M6 Staff have opportunities to provide feedback during regular meetings, appraisals and twice-yearly anonymous questionnaires, as well as one-to-one meetings with their line managers. Feedback is discussed at management meetings.

<b>Staff management and development</b>	Met
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 ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M8 HR policies and procedures are comprehensive and covered during induction and in handbooks. Evidence was seen of flexible working arrangements and staff reported that they felt respected and valued by management.

M9 Not all job descriptions are reviewed or up-to-date and safeguarding responsibilities are not sufficiently detailed for staff in key roles.

M11 A thorough induction process is provided for all staff and evidence was seen of comprehensive checklists completed in full. Staff at focus groups commented that they felt well prepared for their role and ongoing training and support was available following the initial induction period.

M12 Managers receive good practical guidance on how to conduct appraisals with their teams. Procedures are robust and supportive, including highlighting good performance and identifying areas for improvement. Self-assessment forms include questions on whether staff feel valued and how they demonstrate the core values of the organisation.

M13 There is a clear emphasis on training and development within the organisation and financial support is available to upgrade qualifications across all departments. Several staff have attended external training and events, in addition to the regular school and group wide in-house activities that are organised. Succession planning is a key feature in development plans and several members of staff have been promoted internally.

<b>Student administration</b>	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met

M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

#### Comments

M14 All customer-facing staff receive training in customer service and feedback from students and group leaders was very positive in this area. Effective IT packages enable staff to retrieve information quickly and accurately. Staff were seen to be very approachable, well trained and extremely courteous.

M15 Comprehensive pre-arrival information is sent to students and agents including pre-course factsheets, arrival instructions and the student handbook. Multilingual central sales teams are in regular contact with the schools and receive regular training and updates on developments within the centres.

M20 Complaints procedures are widely available and written in clear and accessible language. They appear in handbooks and are mentioned during first day student inductions. Records of complaints were well organised and included actions taken leading to a final resolution.

<b>Publicity</b>	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website, a downloadable brochure with a small print run for use at fairs and agent events, and a range of social media. The website is considered the main source of publicity. All criteria in this area are fully met.

### Premises and resources

<b>Premises and facilities</b>	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

#### Comments

P2 The premises at both centres are in a very good state of repair, cleanliness and decoration. There is generous space for staff and students with the student break room and café at Greenford and the open plan student lounge at CW, as well as access to a café and library on the ground floor of the building. There is good provision for students with disabilities at both centres.

P4 Space for students is generous at both sites. At Greenford, a large student break room includes tea and coffee making facilities and a microwave, as well as a large display screen and selection of games. Comfortable seating is available in addition to a large table for study or the consumption of food. Students also have access to the café on the ground floor where a wide selection of hot and cold drinks and sandwiches is available. At CW, the open plan reception area leads into a welcoming zoned space for students to relax, enjoy their lunch or study. Students at the

focus group welcomed the opportunity to meet students from GBS in this area and further practice their English. Additionally, on the ground floor there is a large café gym, library and study area.

P6 There is a separate teachers' room at Greenford with a combination of table/chairs and comfortable seating, and lockers for personal storage. Admin staff share a large office with individual desks and storage. At CW, staff share an office and there is a separate staff kitchen with seating area, staff toilets and the large open plan reception area with additional comfortable seating is also available to them.

<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### **Comments**

P7 Learning resources are very well organised, both in hard copy and digitally. Coursebooks and supplementary materials are up-to-date and regularly reviewed, and there is a range of in-house created materials to respond to students' needs.

P8 Subscriptions to a range of online resources supplement core materials and teachers have access to good IT and photocopying facilities. A good selection of stationery is available for young learner classes.

P9 There is good IT provision at both centres with all classrooms having access to educational technology which is well maintained and used regularly and confidently. On-site support is available and WIFI is reliable throughout both buildings.

## **Teaching and learning**

<b>Academic staff profile</b>	<b>Met</b>
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

#### **Comments**

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

<b>Academic management</b>	<b>Met</b>
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
<b>Comments</b>	
<p>T4 The AM (Greenford) and the DoS (CW) each have a very good awareness of their teachers' experience, strengths and areas in need of development. Personal requests and the professional development of the teaching team are also considered when timetabling and teachers change level every term.</p> <p>T6 Although the logistics of continuous enrolment are addressed, and procedures are documented, practical guidance for teachers is insufficiently explicit.</p> <p>T7 A rigorous induction process is in place for all new teachers which includes both pre-course online sessions and in-person support in the first week of employment. A checklist of areas covered is reviewed with an academic manager at the end of week one and any further guidance or support is identified. Teachers at the focus group commented that they felt very well prepared for their teaching role.</p> <p>T8 Teachers at Greenford are supported by a senior teacher and the AM, and by the DoS at CW. Teachers' meetings are held once a week in addition to daily check-ins every morning. There are effective communication channels in place including WhatsApp and Teams and new teachers are 'buddied' with more experienced members of the team. Teachers commented that they felt very well supported at the focus group meetings.</p> <p>T9 All teachers are observed twice a year in addition to drop in and formal observations for new teachers. Peer observations are also offered twice a year. Teaching standards and expectations are clearly shared, and observations inform future CPD sessions. Teachers commented that observations were supportive and developmental.</p> <p>T10 In addition to the regular in-house and group-wide CPD sessions, financial assistance is available for teachers to attend external training or conference events. Teachers are asked to request topics for future training sessions and encouraged to share their expertise by leading CPD sessions. Workshops are targeted to the context of the centre and teaching profile.</p>	

<b>Course design and implementation</b>	<b>Area of strength</b>
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

<b>Comments</b>	
<p>T11 There is a clear statement of principles, effectively communicated to teachers and supported by a structured syllabus for each course. Guidance is provided on adapting the coursebook or using supplementary materials. Study and learning strategies are built into course design documents.</p> <p>T12 British culture and the local environment are systematically integrated into the syllabus, including links to the daily social programme. Non-academic staff are given training on how to grade their language and students are encouraged to mix with GBS students at each centre to further encourage the use of English outside the classroom.</p>	

<b>Learner management</b>	<b>Area of strength</b>
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

<b>Comments</b>	
<p>T15 There are very effective placement procedures in place. Tests cover all skills, including speaking, and are closely linked to the CEFR. Class composition was seen to be homogenous, and this was confirmed by students in the focus groups.</p> <p>T16 Student progress is monitored on a weekly basis with weekly unit progress tests and ongoing teachers' assessment of spoken performance. Skills tests are conducted every four weeks and at the end of a 10-week cycle. Individual progress is reviewed in tutorials.</p>	

T17 'Study clinics' with the academic management team are offered to any students needing additional support. Procedures for changing course or class are clear and support is provided for students wishing to progress to a higher level or address personal goals, such as attending a job interview.

### Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	General English, skills and elective classes

#### Comments

The senior teacher at Greenford was scheduled to teach 19 hours during the week of the inspection and was observed teaching. The AM and DoS were not scheduled to teach.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

#### Comments

T19 Most teachers provided clear models and explanations of language appropriate to the students' level. Emergent language was checked and there was good attention to aspects of pronunciation including stress marks.

T20 Detailed lesson plans and class profiles showed a good awareness of individual student needs and interests. Topics were appropriate and teachers were sensitive to the learners' pace of learning. Anticipated problems were identified and effective solutions implemented.

T21 Learner outcomes were presented at the start of lessons and in better segments fully explained and reviewed.

T22 Confident use of a wide range of teaching techniques was observed, including effective nomination, consistent concept checking, and clear instruction giving and checking, as well as gesture and mime, prompting and elicitation.

T23 IT was used confidently and competently on the whole. Whiteboards were well organised but occasionally difficult to read. Clear attempts were made to bring the coursebook to life and integrate supplementary materials in most lessons. Students were generally grouped well.

T24 Error correction was consistent and included delayed, on-the-spot and self and peer correction techniques. Teachers monitored well and provided positive reinforcement and appropriate praise.

T25 Short assessment activities were included in lesson plans and reference was made to previous learning in several observed lessons.

T26 There was very positive learning atmosphere in all lessons. Teachers had developed a very good rapport with their learners and students were engaged, challenged and motivated. Materials were personalised, allowing for genuine communication and for students to speak at length. Lessons had pace, variety and interest, and teachers were very supportive.

### Welfare and student services

Care of students	Area of strength
W1 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

W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
<p>W2 Students have the opportunity to meet student services staff and other key personnel during a pre-arrival induction. There is a pastoral check-in with all students during the first week and digital communication systems provide regular advice and information to individuals and groups. Students reported that they felt very well supported.</p> <p>W3 Tolerance and respect feature prominently in the school's ethos and information and policies are clearly expressed and widely available.</p> <p>W5 Information is comprehensive, well presented and available in multiple formats.</p>	
<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W9 Follow-up homestay visits were not adequately recorded and sampling revealed that a gas safety certificate was out of date.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
None.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
All criteria in the above area are fully met.	

<b>Leisure opportunities</b>	<b>Area of strength</b>
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### **Comments**

W19 Information is widely available in a number of formats. In addition to the social programme offered, the school provides weekly suggestions on places to visit and things to do and supports students with travel advice and bookings.

W20 There is a wide variety of activities and students are actively encouraged to make suggestions to be included in the programme.

W21 The programme is well prepared and well organised with some activities and excursions being held jointly across both sites. Leisure programme organisers on both sites proactively encourage students to attend events.

#### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Met</b>
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
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### **Comments**

The minimum age for students at CW is 30. Greenford has 16 and 17 year-olds on adult courses. There were two 17 year-olds at the time of inspection and at peak there were seven. Greenford also takes closed groups of 10 to 17 year-olds from May to September at peak 72. There were no closed groups of under 18s at the time of inspection.

S4 Not all staff had a reference that answered the question about suitability to work with under 18s.

## Declaration of legal and regulatory compliance

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

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

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

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

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

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

## Comments

D1 The items sampled were satisfactory.

## Organisation profile

Inspection history	Dates/details
First inspection	July 2021
Last full inspection	July 2021
Subsequent checks/visits (if applicable)	Spot check Jan 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	EP Leeds, Birmingham, Manchester
Other related non-accredited schools/centres/affiliates	GBS Greenford and Canary Wharf campuses offering FE and HE programmes.

## Private sector

Date of foundation	April 3 <sup>rd</sup> , 2021
Ownership	Name of company: Language Path Education Ltd Company number: 13312625
Other accreditation/inspection	N/a

## Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Summer centres for Young Learner courses

Student profile	At inspection		Estimate at peak	
	At inspection		January	
ELT/ESOL students (eligible courses)	Greenford	Canary W	Greenford	Canary W
Full-time ELT (15+ hours per week) 18 years and over	57	23	138	61
Full-time ELT (15+ hours per week) aged 16–17 years	2	N/a	7	N/a
Full-time ELT (15+ hours per week) aged under 16	0	0	73	N/a
Part-time ELT aged 18 years and over	0	0	0	0
Part-time ELT aged 16–17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>59</b>	<b>23</b>	<b>218</b>	<b>61</b>
Adult programmes: advertised minimum age	16+	30+	16+	30+
Adult programmes: typical age range	18-25	30-50	18-25	30-50
Adult programmes: typical length of stay	4-12 weeks	4 -12 weeks	2-4 weeks	2-4 weeks

Adult programmes: predominant nationalities	Mexican, Turkish, Brazilian, Saudi Arabian	Turkish, Brazilian, Saudi Arabian	Turkish, Brazilian	Turkish, Brazilian
Junior programmes: advertised minimum age	0	N/a	8	N/a
Junior programmes: advertised maximum age	0	N/a	17	N/a
Junior programmes: typical length of stay	0	N/a	1 week	N/a
Junior programmes: predominant nationalities	0	N/a	Italian Brazilian	N/a

Staff profile	At inspection		Estimate at peak	
	Greenford	Canary W	Greenford	Canary W
Total number of teachers on eligible ELT courses	4	3	7	5
Number teaching ELT 20 hours and over a week	2	3		
Number teaching ELT under 20 hours a week	2	0		
Number of academic managers for eligible ELT courses	3	1	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	2		
Total number of support staff	0	0		

### Academic manager qualifications profile

Profile at inspection			
Professional qualifications	Number of academic managers		
	Greenford	Canary W	
TEFLQ qualification and at least three years' full-time relevant teaching experience	2	1	
Academic managers without TEFLQ qualification or three years' relevant experience	1	0	
Total	3	1	

#### Comments

The senior teacher at Greenford was scheduled to teach 19 hours during the week of the inspection and was observed by one of the inspectors. The AM at Greenford and the DoS at Canary Wharf are available for emergency cover.

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
	Greenford	Canary W
TEFLQ qualification/profile	2	0
TEFLI qualification	2	3
ATEFL portfolio in progress*	0	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0	0
Holding specialist qualifications only (for ESP/CLIL)*	0	0
Alternative professional profile*	0	0
Total	4	3

#### 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	
	Greenford	Canary W	Greenford	Canary W
<i>Arranged by provider/agency</i>				

Homestay	29	4	2	N/a
Private home	0	0	0	N/a
Home tuition	0	0	0	N/a
Residential	3	1	0	N/a
Hotel/guesthouse	0	0	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	N/a
<i>Arranged by student/family/guardian</i>				
Staying with own family	0	0	0	N/a
Staying in privately rented rooms/flats	25	18	0	N/a
Overall totals adults/under 18s	57	23	2	N/a
Overall total adults + under 18s	82			

### Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W9 and S4 have been addressed.