



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

TWIN ENGLISH CENTRE LONDON

(Company number – 3118260)

Full Name	Twin English Centre London	
Address	12 Lambarde Square, London, SE10 9GB	
Company name	Twin Training International	
Telephone Number	020 8269 2910	
Email Address	studentservicesECL@twinuk.com	
Website	www.twinuk.com	
Principal	Mr David Deere	
Proprietors	Caroline Fox and Jacqueline Fox	
Age Range	12+	
Total number of students	155	
Numbers by age and type of study	Under 16:	40
	16 – 18	23
	18+:	92
	EFL only:	155
Inspection dates	20 to 22 June 2023	

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges and, by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	5
(a) Assessment of students prior to or on arrival	5
(b) Suitability of course provision and curriculum	5
(c) The quality of teaching and its impact on learning	5
(d) Attainment and progress	6
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	7
(a) Health, safety and security of the premises	7
(b) Student registration and attendance records	7
(c) Pastoral support for students	7
(d) Safeguarding for under 18s	8
(e) Residential accommodation	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	10
(a) Ownership and oversight	10
(b) Management structures and responsibilities	10
(c) Quality assurance including student feedback	10
(d) Staff recruitment, qualifications and suitability checks	11
(e) Provision of information	11
6 ACTIONS AND RECOMMENDATIONS	12
INSPECTION EVIDENCE	13

1. CHARACTERISTICS AND CONTEXT

- 1.1 Twin English Centre London is a private language school located in Greenwich, south-east London. It was founded in Lewisham in 1993 and moved to its current location in 2015. It is part of the Twin Group, a private limited company. The Twin Group Board provides governance. The Board includes the two co-founders of the school, who act as the school's Chief Executive Officer (CEO) and Director of Strategic Partnerships. The school aims to improve students' language skills in an enjoyable way, to aid them in further study or professional working life.
- 1.2 The school offers general English language courses from beginner to advanced levels. These courses are offered to students aged 16 and over throughout the year, and students can enrol each week. The school also offers general English classes for closed groups of younger students and more specialist courses in communications skills, English for careers, and exam preparation classes. Students can enrol on these courses at any time by arrangement. Students are recruited through agents or apply directly to the school.
- 1.3 At the time of the inspection, 155 students were enrolled. All students are aged 13 or over and speak English as an additional language. The majority of students are male. The nationalities most represented by the current students are France, Slovakia, Saudi Arabia, and Turkey. There were three students identified with learning difficulties or disabilities.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met, and the quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Initial assessment information is used well to ensure students are placed on the most appropriate level and type of course to meet their language capabilities. Most students complete the course they enrol on. The requirements of students with specific learning needs or difficulties are identified early, and their needs are well met. The suitability of course provision and curriculum is good. The school offers a good range of general English courses at various levels, which are well-matched to the different aptitudes and abilities of students. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office Guidance. The quality of teaching is good. Teachers are appropriately qualified and have the necessary subject knowledge and expertise to plan effective and engaging lessons. Teachers use a good range of teaching methods and learning activities to help students develop and consolidate their applied English skills. In a few classes, the most skilled students are not always fully challenged to further extend their knowledge and skills. The quality of assessment and feedback is good. Teachers provide students with personalised feedback, which helps them understand how to improve. Attainment and progress are good. Students make at least the progress expected of them given their starting points and the length of their course. Most students progress successfully to the next level of learning.
- 2.3 Students' welfare, including health and safety, is good. A good range of policies and procedures are effectively implemented to ensure the health and safety of students and staff. Students understand what to do in the event of an emergency. The school has a good level of fire safety which conforms to legal requirements. Firefighting and first-aid equipment are regularly serviced and maintained to ensure they are fit for purpose. Students benefit from a comfortable and attractive learning environment. The premises are modern, clean and very well-maintained. Classrooms are furnished and equipped to a good standard. The school maintains highly accurate admissions and attendance reports. Overall attendance rates are high. Pastoral support is good. Students' specific needs are well met throughout their time at the school. Safeguarding arrangements are good. Comprehensive safeguarding policies and procedures are effectively implemented to ensure the safety of students under 18. Enhanced Disclosure and Barring Service (DBS) checks are completed for all staff. Residential accommodation is satisfactory. The school's own register of approved homestay residences are well-managed and appropriately monitored for safety, security and cleanliness. The school works closely with a few third-party agents who recruit and manage their own homestay accommodation providers. The school confirms that third-party agents' health, safety and safeguarding arrangements are satisfactory. However, ongoing quality checks are

not always systematically planned or recorded. Most students are satisfied with the quality of accommodation provided.

- 2.4 The effectiveness of governance, leadership and management is good. The proprietors have a very good insight into the working of the school. They set a clear educational direction and ensure students benefit from a consistently good standard of care and education. The proprietors effectively discharge their responsibilities for safeguarding and for welfare, health and safety throughout the school. The proprietors have effective working relationships with staff at all levels. Management structures and responsibilities are good. Leaders and managers ensure that sufficient numbers of appropriately qualified and experienced staff are recruited and are suitable to work with students. Quality assurance is good. Leaders and managers accurately identify the school's strengths and areas for further development. Quality improvement planning is effective in prioritising relevant actions for improvement. Managers do not yet have reliable mechanisms in place to gather accurate data on overall levels of student progress and attainment. Staff recruitment arrangements are good. Systematic arrangements are in place to ensure that all the necessary checks are carried out before staff are appointed. The provision of information is excellent.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

3.(a) Assessment of students prior to or on arrival

- 3.1 The assessment of students prior to or on arrival is good. Students receive appropriate information, advice and guidance before their arrival to help them make informed choices about their studies.
- 3.2 The school uses initial assessment effectively to identify students' prior knowledge and skills accurately. Managers use assessment information well to ensure students are placed on the most appropriate level and type of course to meet their language capabilities. Most students complete the course they enrol on.
- 1.4 Appropriate arrangements are in place to promptly identify the requirements of students with specific learning needs or difficulties. Managers and teachers use this information effectively to implement additional learning support to meet their needs well.

3.(b) Suitability of course provision and curriculum

- 3.3 The suitability of course provision and curriculum is good. The school offers a good range of general English courses at various levels, which are well matched to students' different aptitudes and abilities.
- 3.4 Teachers plan and sequence the curriculum effectively. Courses build progressively to provide students with good opportunities to develop their applied English language skills over time. Courses help students to develop the reading, writing, speaking, and listening skills they need to progress and achieve.
- 3.5 Communication skills classes provide good opportunities for students to practise their English-speaking skills, build their confidence and expand their vocabulary. Examination preparation classes effectively support students in developing their wider language skills and examination techniques.
- 3.6 Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office Guidance.

3.(c) The quality of teaching and its impact on learning

- 3.7 The quality of teaching is good. Teachers are appropriately qualified and have the necessary subject knowledge and expertise to plan effective and engaging lessons. Teachers use a good range of teaching methods to help students develop and consolidate their applied English skills. For example, students build their confidence and independent learning skills by completing engaging projects and presentations.
- 3.8 Most teachers incorporate a good range of learning activities in lessons that motivate students and encourage high levels of participation. Students are encouraged to collaborate to discuss and debate engaging topics and explore each

other's views and opinions. Students are well supported to practise and improve their pronunciation of new vocabulary. Students complete a range of interesting reading and writing activities that are well-matched to their needs and abilities. As a result, most students quickly develop their understanding and correct use of grammar. In a few classes, the most skilled students are not always fully challenged to extend their knowledge and skills further.

- 3.9 Students benefit from access to a comprehensive online learning platform which provides valuable opportunities for self-study and further learning outside of the classroom. Teachers make good use of relevant case studies and discussion topics in class, which help to reinforce the importance of fundamental British values and the principles of respecting others and valuing differences.
- 3.10 The quality of assessment and feedback is good. In lessons, most teachers use appropriate questioning skills to check learning. They correct errors quickly and provide students with personalised feedback, which helps them understand how to improve. Teachers encourage students to reflect on their progress and identify priorities for development linked to further study, employment or better integration in the UK. Students benefit from regular tutorials and academic counselling sessions that accurately review their progress. Teachers set students clear and appropriate targets for improvement linked to their educational goals and ambitions. All students make at least good progress in their lessons.

3.(d) Attainment and progress

Attainment and progress are good. Students are well supported in developing their applied English language skills. Teachers carefully assess and monitor individual student progress, providing effective academic support where required. As a result, students make at least the progress expected of them given their starting points and the length of their course. Most students progress successfully to the next level of learning.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Health, safety and security of the premises are good. A good range of policies and procedures are effectively implemented to ensure the health and safety of students and staff. Comprehensive induction processes, easy-to-read safety information, and regular safety drills ensure students understand what to do in an emergency. Effective risk assessment processes are in place to ensure the safety of students on trips and visits undertaken as part of the school's social programme.
- 4.2 The school has a good level of fire safety, which conforms to legal requirements. Firefighting and first-aid equipment are regularly serviced and maintained to ensure they are fit for purpose. A suitable number of staff have been appropriately trained in first aid and as fire marshals to help keep staff and students safe. Managers systematically maintain health and safety records, including the effective monitoring of incidents and accidents.
- 4.3 Students benefit from modern, clean and very well-maintained premises. Classrooms are furnished and equipped to a good standard. Heating, lighting and ventilation are all suitable, providing students with a comfortable and attractive learning environment. The premises are fully accessible to staff and students, including those with special needs and disabilities. Washrooms are clean and sufficient for the current number of students. Free drinking water is available. Adequate security arrangements are in place.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are good. The school maintains highly accurate admissions and attendance reports. A clear and appropriate attendance policy is consistently implemented. Staff effectively monitor students' whereabouts and promptly act when students do not attend. Overall attendance rates are high.
- 4.5 Leaders and managers have effective processes and procedures in place to identify if a student on a Student visa is not fulfilling Home Office requirements. Leaders and managers have a secure understanding of how to make timely reports to the Home Office if and when required. The school was not recruiting students studying on Student visas at the time of inspection.
- 4.6 Students have access to clear and fair procedures for the collection and refund of fees and deposits.

4.(c) Pastoral support for students

- 4.7 Pastoral support is good. On arrival, students receive a clear and useful induction to the school and their studies. The induction effectively highlights the role of welfare staff and how to contact them when needed. This ensures students understand how to quickly access support for any personal or pastoral needs arising during their

course. The induction effectively reinforces the importance of fundamental British values and promotes a culture of integration and tolerance. For example, students are reminded of the importance of equality and diversity, following the school rules, and treating teachers and fellow students with mutual respect.

- 4.8 Student's individual needs are clearly identified before and on arrival. Welfare staff and academic managers provide effective support and guidance to ensure students' specific needs are well met throughout their time at the school. Systematic welfare records are well maintained and regularly reviewed. Relationships across the school are excellent, with a focus on integration and supporting others. Leaders have implemented clear and effective policies and procedures for dealing with bullying and harassment. Staff take swift and appropriate action in the few instances where bullying is reported.
- 4.9 Students benefit from an engaging social programme of activities that meet their interests and enhance their learning experience. A varied programme of excursions, shows and events provide good opportunities for students to interact and practise their English language skills in different contexts. Students receive good advice and guidance to help them prepare for further study or employment. All students can access personalised support to help them make informed choices about their next steps.
- 4.10 Managers have implemented appropriate policies, risk assessments and staff training to protect students from the risks associated with radicalisation and extremism.

4.(d) Safeguarding for under 18s

- 4.11 Safeguarding arrangements are good. Safeguarding has a high priority at the school. Leaders and managers have implemented comprehensive safeguarding policies and procedures to ensure the safety of students under 18. Policies are regularly reviewed to ensure they remain fit for purpose and reflect relevant national guidance. Processes for systematically recording and monitoring any safeguarding concerns are clear and highly effective. Leaders and managers ensure that enhanced Disclosure and Barring Service (DBS) checks are completed for all staff.
- 4.12 Staff at all levels receive appropriate safeguarding training to understand their roles and responsibilities fully. Staff designated as safeguarding leads maintain effective links with the relevant external agencies. Safeguarding leads effectively oversee safeguarding issues to ensure the necessary actions and referrals are promptly completed. Students feel safe and welcome at the school.

4.(e) Residential accommodation

- 4.13 Residential accommodation is satisfactory. The school maintains its own register of approved homestay residences which are well-managed and appropriately monitored for safety, security and cleanliness. Leaders and managers ensure that relevant DBS checks are completed for homestay families in line with the school policy. The school works closely with a few third-party agents who recruit and

manage their own homestay accommodation providers. Accommodation managers effectively confirm that third-party agents' health, safety and safeguarding arrangements are satisfactory. However, ongoing quality checks of homestay providers organised through third-party agents are not always systematically planned or recorded.

- 4.14 Students accommodated with homestay providers can access the school's social programme of events and activities, which are suitably risk assessed. Leaders and managers regularly seek feedback from students on the quality of their accommodation to evaluate its contribution to the student experience. Most students are satisfied with the quality of accommodation provided.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are good. The proprietors have a very good insight into the working of the school. They set a clear educational direction and ensure students benefit from a consistently good standard of care and education. The proprietors provide very effective strategic leadership, supported by robust financial planning and appropriate investment in staff, accommodation and resources.
- 5.2 The Twin Group Board provides effective governance and oversight. The Board receives appropriate reports and updates to hold senior leaders to account. The proprietors effectively discharge their responsibilities for safeguarding and for welfare, health and safety throughout the school. They ensure that appropriate legal permissions are in place and that staff are suitable to work with students. The proprietors fulfil their statutory duties for students under 18.
- 5.3 The proprietors have effective working relationships with staff at all levels. They ensure that staff are kept regularly informed and updated about the school's key priorities and performance. The proprietors take direct responsibility for ensuring that the school's key policies and procedures are accurate and current. As a result, staff receive clear and consistent information and guidance to carry out their roles effectively.

5.(b) Management structures and responsibilities

- 5.4 Management structures and responsibilities are good. The school has an appropriate and clear management structure, ensuring staff understand their roles and responsibilities. Leaders and managers ensure that sufficient numbers of appropriately qualified and experienced staff are recruited and are suitable to work with students.
- 5.5 Leaders and managers effectively support and motivate staff through appropriate training and professional development opportunities. For example, staff can access funding to enhance their level of English language teaching skills. Leaders ensure staff are suitably trained in safeguarding, welfare, health and safety.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance is good. Self-evaluation accurately identifies the school's strengths and areas for further development. Quality improvement planning is effective in highlighting and prioritising relevant actions for improvement. Leaders regularly collect and analyse student feedback to systematically monitor the quality of the student experience. Student feedback is effectively shared with managers, which enables them to respond promptly to areas requiring improvement.

- 5.7 Managers have systematic arrangements in place to formally review the performance of staff. Academic managers regularly observe teaching, providing teachers with constructive feedback to help them improve their teaching practice. Managers do not yet have reliable mechanisms in place to gather accurate data on overall levels of student progress and attainment. As a result, managers are limited in their use of data to further enhance the quality of education.
- 5.8 The school has implemented a clear and transparent complaints policy and procedure. Managers maintain accurate written records of all formal complaints and the stage at which they were resolved. The procedure includes provision for an external independent adjudicator to consider any unresolved complaints.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.9 Staff recruitment arrangements are good. There are systematic arrangements to ensure that all the necessary checks are carried out before staff are appointed, including identification and the right to work. Appropriate references are taken up and verified. Managers maintain an accurate single central record of checks completed.

5.(e) Provision of information

- 5.10 The provision of information is excellent. The website provides prospective students with clear and comprehensive information to help them make informed decisions about their studies. Information provided for inspectors is of high quality, well organised and readily accessible.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

In order to further improve the good quality provided, the language school should:

- Ensure that ongoing quality checks of third-party accommodation providers are systematically planned and recorded.
- Support teachers to challenge all students in lessons to extend their knowledge and skills
- Analyse students' progress data accurately to further enhance the standard of education.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with directors and other senior members of staff, and attended registration sessions. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Steve Ingle	Lead Inspector
Ms Jacqueline Lawrence	Team Inspector