



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

ES LONDON

(13858902)

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Principal	Mr Cornelis Pama
Proprietor	ES Training Limited
Age Range	16+
Total number of students	55
Numbers by age and type of study	16–18: 01
	18+: 54
	EFL Only: 55
Inspection dates	28–30 October 2025

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 ES London is a private English language school. It was founded on 19 January 2022, with teaching commencing on 23 May 2022. The school is registered as ES Training Limited, with its parent company ES Holding Limited based in the United Arab Emirates. The school building is located in Woburn Square, central London. The board of directors provides oversight, support and advice to the school's principal and senior management. The school's mission is to empower individuals through high-quality education and cultural immersion experiences.
- 1.2 The school offers General English as a foreign language (EFL) courses from A1 (beginner) to C1 (advanced) level. Students may follow a course leading to an accredited International English Language Testing System (IELTS) qualification or non-examination General English. In addition, the school offers Business English at upper-intermediate or above and Speaking English classes from beginner to advanced levels. Students must be aged 16 years or older and can enrol throughout the year. Applicants are assessed before enrolment by an interview and placement tests.
- 1.3 At the time of the inspection, there were 55 students enrolled in EFL courses, nearly all of whom are over the age of 18. The majority of the students are female and come from a wide range of countries. English is an additional language for all students. At the time of the inspection, no students were identified with language and learning difficulties or disabilities. No students were studying under Student visa arrangements. The school does not provide any accommodation or catering for students. However, it works with specialist third-party companies to provide a number of different accommodation options to its students.

2. SUMMARY OF FINDINGS

- 2.1 **The school exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Students are well educated in a friendly and very supportive environment in accordance with their objectives and the school's aims. Course provision is excellent. A very well-planned and organised curriculum effectively meets the needs and future aspirations of students. Courses that will be offered to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. However, there are no such students currently enrolled at the school. English language courses are aligned to the Common European Framework of Reference for Languages (CEFR). Initial assessment, prior to and on arrival, is accurate and highly effective in placing students on the right course in accordance with their language abilities. Teaching is excellent and results in high levels of student progress. Teachers are experienced, well qualified and have excellent subject knowledge. Lessons are very well planned and use a wide range of teaching and learning methods to deliver engaging lessons which fully involve students in their learning. The use of high-quality resources and technology to enhance learning in the classroom is highly developed. Regular tests are used to check students' progress and to provide teachers with up-to-date progress results to ensure that they effectively plan to meet students' needs. Students' achievement and progress are excellent and attendance high.
- 2.3 Students' welfare, including health and safety, is excellent. The school's buildings are very well maintained and provide a safe, comfortable environment that effectively supports learning. Procedures for managing health and safety are excellent and are consistently implemented and updated. A high level of fire safety is maintained. Student registration and attendance recording are excellent. Records are accurate, very well managed and are used effectively in monitoring attendance and taking necessary action. Staff have a clear understanding of Home Office requirements regarding enrolment, attendance and reporting arrangements relating to students on Student visas. Pastoral support is excellent and provides a high level of support and guidance in accordance with the school's aims. Relationships between staff and students are outstanding. Arrangements for the safeguarding of students under the age of 18 are excellent, fully implemented and reflect official guidance. In meetings, students report that they are extremely well supported and say they would recommend the school to others.
- 2.4 The effectiveness of governance, leadership and management is excellent. Comprehensive oversight ensures that high levels of education, welfare and health and safety are maintained and that sufficient financial support is in place so that the school's development is well supported by high-quality resources. Leadership and management are excellent. Roles and responsibilities are clearly defined and fully understood by staff. Communication between leaders, managers and other staff is excellent. A comprehensive range of well-defined policies and procedures is

introduced, implemented and monitored appropriately. Mechanisms to monitor quality and track student progress are good. Self-assessment is well developed and used effectively to ensure the necessary resources are in place to meet the needs of the school. Student feedback is regularly sought, with trends analysed and used to effectively improve the quality of the student experience. Experienced and well-qualified teachers are recruited, with the school undertaking all appropriate checks to confirm their identity and suitability. 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 excellent. Comprehensive entry requirements are set and used effectively to provide accurate and appropriate advice and guidance to prospective students. On arrival, students undergo detailed assessment to ensure they have the required level of initial language skills for their course. The process is accurate, with students reporting in meetings that they are very satisfied with their course placements.
- 3.2 Results from continuous class assessment, regular progress testing and tutorials are used very well to identify if a student's course is still at an appropriate level. Detailed advice is provided to students if they wish to move between classes. Excellent use is made of this information by teachers to guide their planning.
- 3.3 Comprehensive information, advice and guidance are made available to students through the school's website and dedicated sales force. The website is detailed and includes accurate information about the curriculum on offer. Students confirmed in meetings that they are highly satisfied with the pre-enrolment advice they receive.

3.(b) Suitability of course provision and curriculum

- 3.4 The suitability of course provision and curriculum is excellent. A wide and highly flexible curriculum ensures that students are successfully educated in accordance with their objectives and the school's aims. Courses are effectively managed, and those that could be offered to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. As a result, students studying on a Student visa would be placed on courses at an appropriate level and on an approved full-time programme, which includes at least 15 hours per week of classroom-based, weekday daytime study. No such students are currently enrolled at the school.
- 3.5 Language courses are appropriately aligned to the Common European Framework of Reference for Languages (CEFR).
- 3.6 Courses match those listed on the website and in other marketing materials.

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

- 3.7 The quality of teaching and its impact on learning is excellent. Planning is detailed, and together with a comprehensive understanding of the needs of each of their students, teachers successfully plan lessons to meet individual learning needs. As a result of detailed planning, teachers use a wide range of learning activities in their lessons which effectively engage and motivate students.

- 3.8 Teachers are experienced, well qualified and have excellent subject knowledge. Relationships at all levels are excellent, with teachers and students working effectively together to enhance learning and progress. Lessons proceed at an excellent pace and engage students' interest and imagination. Students develop their knowledge and use of the new language well and can apply it effectively to new contexts. A wide range of activities and approaches further stimulates their interest, enabling students to make excellent progress and actively be involved in their learning. High-quality resources are provided and are used effectively to promote learning. The use of information technology to support learning within lessons is highly developed and effectively supports student-centered learning.
- 3.9 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people including those with the protected characteristics set out in the Equality Act 2010.
- 3.10 Assessment is regular and thorough and accurately identifies strengths and weaknesses in the students' progress. Feedback is positive, encouraging and accurate; it clearly identifies areas for improvement. As a result, students effectively develop their confidence and independence.
- 3.11 Comprehensive arrangements for tracking students' English language progress ensure that they are carefully tracked. Students meet with their teachers regularly to review their progress and report that they know how they are progressing.

3.(d) Attainment and progress

- 3.12 Progress and attainment are excellent. Students receive a high standard of education, which allows them to acquire new knowledge and develop their language skills. Data is used very effectively by teachers and managers to track student performance and provide targeted support interventions if needed. As a result, evidence from exam results, lesson observations and scrutiny of work shows that the overall standards being reached are excellent and that outcomes are high in relation to the students' starting points. Nearly all students successfully complete their course and report that they are very happy with their progress.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Arrangements for the health, safety and security of the premises are excellent. The building is fit for purpose, very well maintained and provides a well-resourced learning environment which enhances the students' education. Classrooms are of an appropriate size, well-lit and very well furnished. Free drinking water is readily available and all electrical equipment is tested regularly as required. Toilet facilities are well maintained and adequate in number. Security arrangements are excellent. A wide range of detailed policies and procedures is in place to ensure the health and safety of students and staff. As a result, the premises provide students with a safe, high-quality and comfortable learning environment.
- 4.2 Comprehensive measures are taken to reduce risk from fire and other hazards which conform to legal requirements. Health and safety policies and procedures are detailed, with clearly allocated responsibilities. Comprehensive general and fire risk assessments are carried out. Appropriate individual risk assessments are carried out for organised off-site activities. A sufficient number of trained fire marshals, first aiders, as well as first aid kits and accident books are in place. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out and appropriately recorded. Staff and students reported in meetings that they are fully aware of their responsibilities and have received appropriate health and safety training.

4.(b) Student registration and attendance records

- 4.3 Student registration and attendance records are excellent. A detailed admission policy and appropriate procedures are in place and properly observed. An electronic central register is accurately maintained, and individual student files contain all required information.
- 4.4 Daily attendance is accurately recorded and appropriately monitored. The school has high expectations regarding student attendance and punctuality, and staff make excellent use of electronic systems to monitor individual student attendance and promptly follow up on any absences or lateness. Student attendance is recorded by teachers at the beginning of each class session and any concerns or issues related to attendance are promptly addressed by welfare staff. Consequently, student attendance is high and punctuality excellent.
- 4.5 Procedures for reporting to the Home Office, as well as the enrolment and attendance requirements for students on Student visas are fully understood by relevant staff. However, no such reports have been made as the school does not currently enrol such students.
- 4.6 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

4.(c) Pastoral support for students

- 4.7 Pastoral support for students is excellent and is a key priority for the school. A comprehensive range of appropriate policies and procedures ensures that the school's aim of providing a high-quality education with personal attention is met.
- 4.8 On arrival, a detailed induction helps students settle onto their course quickly and know who to see and where to go if they have a concern. A highly developed system of progress reviews ensures that students' personal and academic development is reviewed regularly.
- 4.9 Relationships between staff and students and among the students themselves are outstanding, with a strong culture of mutual respect, integration and tolerance. A comprehensive range of policies and procedures reinforces this culture and the expectations of behaviour and conduct. Detailed anti-bullying and anti-harassment policies and procedures are in place and implemented effectively.
- 4.10 Appropriate careers advice ensures that students are prepared for further study choices and life beyond their course. The school provides a varied social programme for its students in the form of trips and culturally based events.

4.(d) Safeguarding for under 18s

- 4.11 Safeguarding arrangements for students under the age of 18 are excellent. The arrangements follow the current national statutory guidance for the safe recruitment of staff and maintenance of associated records. A comprehensive safeguarding policy is effectively implemented. Disclosure and Barring Service (DBS) suitability checks have been completed and recorded for all relevant staff. The central record of safeguarding checks is accurate and complete. All staff have received appropriate training in safeguarding. Guidance on e-safety and measures to prevent extremism and radicalisation are well considered and addressed.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are excellent. The educational direction of the school is clear and understood by staff. The focus of governance and leadership has a clear emphasis on supporting students and developing and maintaining high academic standards. Well-developed formal and informal procedures have been developed that are highly effective in monitoring all aspects of the school's performance. Policies and procedures are well developed, regularly reviewed and effectively contribute to the quality of education and the care of students.
- 5.2 Comprehensive oversight ensures that the school meets its obligations with regard to safeguarding, health and safety and fire safety, including all statutory duties in respect of students under the age of 18. Financial management is excellent. Detailed financial planning, and appropriate investment in staff, accommodation and resources, effectively contribute to the success of the school and its provision. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licences.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are excellent. Leadership and management are excellent. Roles and responsibilities are clearly defined, well-documented and understood by staff. There is highly effective communication between senior leaders, managers and other staff. Well-defined policies and procedures are introduced at all levels and implemented and monitored appropriately.
- 5.4 The school is highly successful in securing and retaining well-qualified staff. A comprehensive system of staff review ensures staff are well qualified for the work they do and appropriately supported by the management team. An excellent programme of staff development ensures that staff are appropriately trained for their roles.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance is good. Leaders and managers are effective in monitoring performance and identifying priorities for improvement. A wide range of data and performance indicators is used effectively to monitor the quality of the provision and highlight any relevant improvement actions that may be required. However, a clearer approach to reviewing and monitoring the integrated skills course would provide more insight into its effectiveness.
- 5.6 Self-assessment and evaluation are well developed and used effectively to inform improvement planning and ensure that the necessary resources are in place to meet the needs of the school. Student feedback is regularly and systematically collected.

This feedback is effectively analysed, shared with staff, managers, and senior leaders and used regularly to inform academic action planning and the identification of school priorities. As a result, any issues raised are resolved quickly. Student performance data is available and effectively reviewed by senior leaders.

- 5.7 The complaints procedure is clear and appropriate. Complaints are handled and reported on effectively, which has a positive impact on quality assurance and improvement planning.

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

- 5.8 Staff recruitment, qualifications and suitability checks are excellent. An appropriate recruitment policy ensures that suitably qualified and experienced staff are recruited. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate previous applicants' work history and qualifications is excellent, with due regard to statutory requirements concerning the identity of staff. A system to verify references is in place and ensures that the reference has originated from an appropriate source. A detailed central record is accurately maintained and appropriately monitored.

5.(e) Provision of information

- 5.9 The provision of information is excellent. The website is clear and user-friendly. Prospective students are able to access accurate and highly relevant information to inform their study choices.
- 5.10 The school was highly responsive in providing information before and during the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Develop a clearer approach to reviewing and monitoring the integrated skills course to provide more insight into its effectiveness.

INSPECTION EVIDENCE

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

Inspectors

Dr Nigel Chambers	Lead Inspector
Mr Patrick Lawlor	Team Inspector

7. FINANCIAL SUSTAINABILITY CHECK

ISI has shared a summary of financial sustainability data with the Home Office.