

Organisation name	Academy of English Studies, Folkestone
Inspection date	19–20 July 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that the issue identified in W12 has been addressed.

Summary statement

The British Council inspected and accredited the Academy of English Studies, Folkestone in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of premises and facilities, learning resources, care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	July 2004
Last full inspection	October 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	January 2000
Ownership	Academy of English Studies Ltd Company number: 4439758
Other accreditation/inspection	N/a

Premises profile

Address of main site	8 Cheriton Place, Folkestone CT20 2AZ
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies all five floors of a Victorian terraced house very close to the centre of Folkestone. Accommodation consists of 12 teaching rooms, a computer room, a student lounge, an entrance hall, a reception area with office space, offices for the director/principal and the academic director, one staff kitchen in the basement, with an adjacent work/resources room, and another on the third floor. A second resource room is on the first floor. There are toilets on all floors except the second. Externally, there is a wide pathway at the side of the house leading to a gate to the street, and a ventilated smoking area.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	2	2
Full-time ELT (15+ hours per week) aged 16–17 years	16	16
Full-time ELT (15+ hours per week) aged under 16	41	41
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	59	59
Minimum age	12	12
Typical age range	12–17	12–17
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	French, Italian, Ukrainian, Russian	French, Italian, Ukrainian, Russian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	7	7

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	6
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	5	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	1	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	1
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	6

These figures exclude the academic manager.

Comments

The academic manager is TEFLQ and Young Learner qualified.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

16–17 year-olds are enrolled on adult general ELT courses. The age range on junior courses is 12–17. One-to-one provision is available as stand-alone or in combination with group classes. A large part of the school's business is one-week courses for closed groups of school children.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	2	57
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	2	57
Overall total adults + under 18s	59	

Introduction

The Academy of English Studies (AES) was founded in 2000 by the two directors, who run it as a family business, one as director and director of finance and marketing (director) and the other as academic director and director of studies (DoS). The school provides full-time general English courses of 15 or 21 hours per week with continuous enrolment of 16+ students for two to twenty four weeks throughout the year. Its main business, however, is short (one week) courses for school children, available at any time in the academic year (Stages) and junior vacation courses (JVC) for students aged 12–17. Both types of junior course provide 15 hours of English language tuition plus a leisure programme. The school also runs bespoke courses for closed groups of young learners. The school offers homestay for all students and almost all take advantage of this provision.

The inspection took place over one and a half days and meetings were held together and separately with the two directors, the office manager/welfare and accommodation officer, the social programme organiser, and the group leaders. Focus groups were held with general English students, with JVC students, and with teachers. Six teachers were observed. One inspector visited three homestay providers.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear. The two directors and office manager/welfare and accommodation officer are the only permanent full-time members of staff. All teachers are on hourly-paid, fixed-term contracts. One teacher combines teaching with responsibility for the summer leisure programme. There are clear cover arrangements. Continuity is maintained through the directors, and administrative and teaching staff who have worked at the school for a number of years.

M3 Job descriptions were seen for all posts. Group leaders are very clear about what is expected of them

M4 Communication channels are largely informal but are very effective. Teachers work well together and both directors are available at all times. Although Friday afternoon meetings are held less regularly than in the past, all staff stated that they were kept well informed of day-to-day matters through personal contact, emails and notices. Close links are formed and maintained with group leaders.

M5 A detailed staff handbook, which has been produced with professional help, contains very clear conditions of service and school policy documents, and is updated annually.

M6 All qualifications are verified and endorsed copies were seen on file, but two references were seen for only one teacher appointed within the last four years. One telephone reference had been obtained for the other but no written record was kept. One reference was seen for the most recent appointee. The school does not routinely follow up two references for new members of staff.

M7 Induction is thorough and well supported by the detailed staff handbook and the shortened version produced for teachers. Induction includes observation of classes and an introduction to teaching methods and materials. Two recently appointed teachers said they had benefited from induction and felt comfortable starting work at the school.

M8 The appraisal documentation is well designed. Only the office manager/welfare and accommodation officer has been appraised as, apart from the directors, she is the only permanent member of staff.

M9 Management and administrative staff have undergone training in a number of areas in the last two years. Some in-house staff development has taken place, most recently last summer.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The director and the office manager work together on all aspects of student administration and can substitute for each other.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 No action plan was submitted in preparation for the inspection, although most of the points listed at the end of the last report had been addressed. A satisfactory document was produced by the end of the inspection.

M17 Teachers stated that review of courses takes place weekly through discussion and group leaders said that provision got better every year, indicating that review with a view to improvement was taking place, but no formal documented review takes place.

M20 The complaints policy and procedure is clearly and simply stated in the student handbook, the group leaders' handbook, and on noticeboards.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The website is the main medium of publicity. There is also a printed brochure, parts of which, mostly descriptions of courses which are no longer run, are out of date. Other sections, particularly relating to care of young students, are detailed and helpful.

M28 Teachers are described as 'highly qualified' and 'highly experienced' and this does not match the current staff profile. The reference to qualifications was removed from the website during the inspection, and teachers are now described only as experienced, which is accurate.

Management summary

The provision meets the section standard. An established and experienced staff team are well managed by the two directors. All aspects of student administration are satisfactorily carried out. Although there was evidence of quality improvement, no formal records of action were seen apart from one document produced during the inspection. Publicity is clear and accurate overall.

Resources and environment**Premises and facilities**

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The school has exclusive use of the whole building, which is light, airy and spacious. It is more than adequate in size for current numbers of staff and students. External areas are limited as the well-used student lounge now occupies the space that was once the garden. (See R4.)

R2 The premises are tastefully decorated; every floor is a different colour and wall decorations have been carefully chosen to fit a theme. Some professionally-produced photographs of former students add interest to the staircases. The whole building is well maintained and spotlessly clean.

R3 The classrooms are all adequate for the maximum size of group. Classroom furniture is arranged so that all students can see the whiteboard and teachers can monitor student work.

R4 The student lounge was added to the house just over four years ago. It is spacious and well furnished with comfortable seating at one end and tables and chairs at the other. It provides students with a bright, pleasant, comfortable place to relax and to eat their packed lunches.

R6 Current staff use the basement kitchen as a relaxation area; it is well equipped and furnished with a large table and chairs. Adjacent to the kitchen there is a staff workroom which also houses some of the teaching resources and a number of secure lockers for personal belongings.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 There is a wealth of learning material for students, much of it produced in-house, and built up over a number of years to supply the topic-based/task-based syllabus used with junior students. There are also class sets of up-to-date coursebooks for general English at all levels and a wide selection of skills books and supplementary materials.

R8 All the materials described above are available to teachers, as well as teachers' books and CDs where appropriate. There is also a small but useful collection of teaching methodology books. Some write-on, laminated worksheets were seen being put to good use in one observed lesson.

R9 All classrooms have computers and screens and there is a well-equipped computer suite with 14 computers, which can be used for classes or for self access. The whole building is Wi-Fi enabled and there are 14 laptop computers available for use throughout the school. Staff are also well supplied with IT facilities.

R12 The DoS is responsible for materials management and review; it is clear that this is an area of particular interest for her.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Staff and students benefit from working and studying in pleasant, spacious and well-maintained premises, which are well supplied with teaching and learning materials and well equipped with appropriate learning technology. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One teacher did not have a Level 6 qualification. A rationale was produced. It was accepted in the context of this inspection as there was evidence of study at undergraduate level.

T2 One teacher did not have an ELT qualification that meets Scheme requirements.

T3 A rationale was produced for the teacher in T2. It was accepted in the context of this inspection as he has had ESOL training in the USA where he taught second language learners. He also has a specialist qualification which enables him to bring additional skills to the classroom.

T4 The academic manager is TEFLQ and Young Learner qualified; She has considerable ELT management and teaching experience both in the UK and abroad.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 Cover for absent teachers is provided by the DoS in the first instance and subsequently by a teacher from the local pool of teachers.

T10 Teachers said there was ample informal support from colleagues and especially from the DoS, but that there had been very few formal continuing professional development (CPD) activities for teachers in the last couple of years.

T11 No teachers have been observed in the last two years. There is very little formal monitoring of teachers.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 JVC courses are topic- and task- based. The Stages courses are often dictated by the students' school curriculum with the emphasis on using language in real situations. The general English course is designed to cover a syllabus based on Common European Framework of Reference (CEFR) levels with a good part of the content negotiated with the students in order to achieve individual and group needs.

T13 Courses are reviewed through discussion but there is little evidence of formal review.

T14 Course outlines are not provided for students, nor are learning outcomes made clear.

T15 Some study and learning strategies are included in the general English course and a useful list of ways to continue study outside the classroom was seen. Tutorial forms indicated a number of useful suggestions for further study.

T16 JVC and Stages students are provided with a number of opportunities to develop their language skills outside the classroom as this is an integral aspect of their courses, for example, careful preparation for activities and excursions, tasks to do with homestay hosts, and in-town surveys requiring questionnaires.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments

T18 Longer-term general English students are monitored through tests and regular tutorials. Tutorial records seen were detailed.

T19 Students do not do internal or external examinations.

T21 All students receive a certificate. Academic reports are available on request. The pro-forma for the report is detailed and covers all relevant areas of learning.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	One general English class and five JVC classes

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Some good modelling of language was seen but occasionally, mainly for emphasis, there was poor modelling of pronunciation.

T24 The teacher's choice of topic was important to the success of the lesson. In some lessons students could contribute from their own experience and the best lessons facilitated real exchange of cultural information. The short attention span of young learners was not always catered for.

T25 Although all lessons were well planned, the aims were sometimes expressed as topics rather than language learning aims. There was no evidence that lesson aims were routinely shared with students. In the better lessons (and lesson plans) there was a clear connection between the input session, the skills session and the task, showing a coherent sequence of activities leading to the achievement of the task.

T26 Teachers used a variety of techniques including good pre-teaching of vocabulary and extension of vocabulary, some patient eliciting of language, and some useful concept checking. Overall, timing of tasks was firm and checking of responses was speedy.

T27 Good classroom management was in evidence in most classes. Different interaction patterns, movement of students, careful pairing, grouping and re-grouping were observed. Some excellent materials were being used and teachers showed they were familiar with classroom technology and used it to good effect.

T28 Overall, correction was at an appropriate level for classes where the emphasis was on fluency rather than accuracy. Some careful listening followed by correction and useful drilling of pronunciation was observed. Some feedback included extra questions to stretch the student. Self and peer correction was used to good effect in higher level classes.

T29 Some teachers checked learning throughout the lesson. Some lesson plans allocated time at the end of the class to check that learning had taken place.

T30 In some classes students were fully engaged in interesting language learning activities, encouraged by skilled and knowledgeable teachers, applying an appropriate amount of praise and presenting further possibilities for learning. In some classes there was too much teacher talk and too much time spent on the same type of exercise. Some lessons were not sufficiently challenging to keep all the students' interest and attention.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from just satisfactory to good or very good with an overall average of more than satisfactory. Lessons were well planned and most included a variety of interesting activities designed to meet the students' needs, although not always clearly expressed as such. All teaching techniques seen were appropriate and classroom management was firm overall. Most teachers demonstrated the ability to engage students in the learning process.

Teaching and learning summary

The provision meets the section standard. An experienced team of teachers is well managed by the DoS with regard to day-to-day practical matters, but there is a need for more careful monitoring of teaching through regular, formal observations and the provision of more frequent opportunities for CPD. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The building is reasonably secure. Visitors report to reception and are required to sign in. The reception office is staffed at all times. The side gate is not locked and on the few occasions that the exit door to the student lounge at the rear of the building is not closed an intruder could gain access unchallenged. Fire risk and building risk assessments have been carried out. Appropriate fire evacuation procedures are displayed throughout the school and are communicated to both staff and students. Fire drills are held every month.

W2 The school provides excellent pastoral care for its students, appropriate for the age group. The accommodation and welfare officer is the first point of contact for pastoral care issues and she is well supported by the two directors, teachers and homestay providers. Students confirmed they were well looked after. Nearly all students come to the school with group leaders who also have a clearly stated welfare role. Rooms are available for religious observance on request.

W3 The accommodation and welfare officer and the director share responsibility for dealing with students' personal problems. A welfare notice informs students who to talk to about various problems.

W4 The school's anti-bullying policy is in the staff handbook and in the safeguarding policy. A short version of the policy, written in accessible English, is included in the student information booklet. The school is addressing its responsibilities under the Prevent strategy through an appropriate policy, distributed to both staff and homestay providers.

W5 A student card is issued to all students on arrival. This includes the school's emergency number and the contact details of the student's host family.

W6 Most students arrive in groups, accompanied by their group leaders. Group leaders, all of whom had worked with the school for many years, confirmed that airport transfers were always arranged efficiently. A few independent students make their own way to Folkestone. Information on travel connections is provided on request. Any independent students under 18 are strongly advised to book an airport taxi transfer through the school. Hosts bring their students to the school on the first day of their course.

W7 The student information booklet includes all required information. Places of worship are not listed in the booklet; students are advised that detailed information is available at reception.

W8 The school has prepared a useful guide to the NHS for students. Group leaders and hosts are made aware that medical appointments for students can be booked on an NHS helpline; students are referred either to a walk-in surgery or a local general practice. The school assists students to make medical appointments if necessary.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school has a register of 56 homestay providers, all within walking distance of the school. Students on short, closed-group courses and on the junior vacation courses have full-board accommodation. Students on general English courses have half-board accommodation.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The three hosts visited all provided services and facilities which fully meet Scheme requirements. All were welcoming and friendly and took a personal interest in their students, even though the students were only with them for a short time.

W11 Hosts are revisited at least every two years, sometimes more frequently. The accommodation database is updated with brief notes following visits. The database shows when visits to hosts are due.

W12 Accommodation registers are up to date. Gas Safe certificates were on file for all records sampled. The school has produced a useful guide to fire risk assessments. The accommodation and welfare officer helps hosts to complete an initial fire risk assessment on her first visit but fire risk assessments are not routinely completed by all hosts. Hosts visited were well aware of fire safety issues and confirmed they gave students guidance on arrival in order to minimise fire risk.

W14 The accommodation and welfare officer meets group leaders every day to discuss any accommodation problems. Notes of action taken in response to complaints are entered on the database. Group leaders and students in the focus group showed a high level of satisfaction with the school's accommodation service and this was further confirmed from completed end-of-course student questionnaires.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Rules are clearly set out in the school's host family booklet. Hosts are informed of curfew times for the various age groups accommodated. They are permitted to impose earlier curfew times if they wish.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W22 The school does not offer residential accommodation.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 The school has no students in private rented accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 Students on the closed group and junior vacation courses have an inclusive activity programme, so do not require additional information about the local area and facilities. However, there is very limited tourist information for the general English students who do not have a leisure programme.

W27 Activities on the junior vacation programme include water sports, ice skating, bowling, shopping trips, local tours and two full-day excursions per week to London and other tourist destinations. The programme is organised by the director and led by an experienced and enthusiastic teacher. Group leaders are required to attend activities and excursions. A detailed social organiser's handbook gives guidelines for all activities and suggests alternatives in the case of bad weather. Students and group leaders confirmed that the programme was varied and enjoyable.

General English students can join excursions but do not participate in the tours at destinations.

W28 For each activity the teacher responsible has a list of students with contact telephone numbers for both students and their hosts, the school emergency telephone number, and a specific risk assessment which has to be signed off at the end of the activity with a note of any additional risks identified. Risk assessments written by entertainment and sports facilities are also available for reference. Itineraries identify safety issues, for example safe places to cross roads on trips to London. Group leaders are responsible for their own students. Registers are taken frequently during offsite events.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. The accommodation provided is of a good standard and accommodation systems work to the benefit of students. The inclusive leisure programme is varied and well organised. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection the school was running junior vacation courses for students aged 12 to 17 years. A general English programme for adults, minimum age 16 years, was also running. Two of the four students on this course were under 18. The school offers short closed group courses for under 18s throughout the year. Ages vary between 8 and 17 years.

C1 The school has a safeguarding policy with appropriate procedures to ensure the safety of students under 18. The accommodation and welfare officer is the designated safeguarding lead.

C2 The two directors and the accommodation and welfare officer have completed basic and advanced safeguarding training. All other staff have received in-house training at basic level, delivered by one of the directors. The safeguarding policy is explained to group leaders on arrival and is also made known to hosts. The policy is included in the staff handbook and is available on the website. A reference copy is available in the staff kitchen/relaxation area.

C3 A full description of the level of care and support for under 18s is included in the brochure and, in less detail, on the website.

C4 The school has a safer recruitment policy and carries out appropriate checks on applicants, although the school does not routinely follow up two references for new members of staff. All staff and the main carer in homestays undergo suitability checks. The school is aware of the requirement that all adults in homestays should have suitability checks and is starting to implement this requirement.

C5 Students on the junior vacation courses are supervised throughout the day and on leisure activities. Supervision ratios are in line with Scheme requirements. Group leaders supervise their own students on the leisure programme and their responsibilities are clearly set out in a group leaders' handbook.

C6 There are clear rules for students covering the limited free time they have when not at school or participating in activities. Packed lunches can be eaten in the school or in a defined area on the seafront nearby. Curfews are clearly stated; they vary according to the age group. Students have a limited amount of time for shopping when on excursions and are frequently checked. Parents of under-18 students enrolled on adult courses are made aware that students are unsupervised outside lesson times. Parental consent forms are signed before the start of the course.

C8 Group leaders hold emergency contact details for the students in their group. The school has emergency contact details for all other students.

Care of under 18s summary

The provision meets the section standard. The school has an appropriate safeguarding policy for under 18s and staff have received a good level of training in safeguarding issues. For the most part, safer recruitment procedures are in place. Staff and hosts undergo suitability checks. Clear procedures are in place to ensure the safety of students on the leisure programme. Appropriate rules are in place for the guidance of under 18s outside lesson times.

