

Organisation name	Broadstairs English Centre
Inspection date	3–4 April 2019

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

Recommendation

We recommend continued accreditation.

Summary statement

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

This private language school offers courses in general English for under 18s (9+) and adults aged 18 and 19 years.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Broadstairs English Centre (BEC) was set up in 2009 and moved to its current premises in 2014. It is family owned and run by the principal and the business director.

BEC has experienced a rapid increase in enrolments over the last three years and a number of new staff have been recruited to strengthen the management and administration team, including a human resources manager, a second accommodation officer/residence manager, an enrolment officer, a bookings and activities administrator, a lunchtime supervisor and an evening manager.

The school offers general English courses for groups of teenagers and young learners on one or two week courses and examination preparation courses for external general English examinations. Approximately 90 per cent of students are placed in the school by established language-travel agents with the remaining 10% coming from direct school group bookings. Many of these agents and schools have been working with BEC for several years.

Courses comprise 10, 12, 15 or 20 hours' tuition a week with a full programme of activities and excursions. A decision has been taken to lower the maximum age of enrolment to 17 on all courses. Existing group bookings of students aged 18 or 19 will be honoured until October 2019.

The inspection took place over one and a half days. The inspectors talked to the principal, business director, director of studies (DoS), assistant director of studies (ADoS syllabus), accommodation/welfare officer, accommodation officer, accounts manager and the activity manager. All teachers timetabled to teach during the inspection were observed and focus groups were held with teachers, students, activity leaders and group leaders. One inspector visited three homestay providers and the school's residence.

Address of main site/head office

2-4 St Peter's Park Road, Broadstairs CT10 2BL

Description of sites visited

Broadstairs English Centre (BEC) occupies a three-storey building near the railway station and is within walking distance of the town centre. There is an open-plan reception area/student common room on the ground floor which includes a school shop, canteen, seating areas, seven computers for student use and an area for pool and table tennis. There are six classrooms on the first floor and staff offices on the second floor, together with the teachers' room and a staff common room. Three further classrooms are located on this floor, two of which can be opened up to provide an activities space. There are male and female toilets on each floor. The residence occupies a separate wing on the ground and first floors. The car park at the rear of the building is due to be converted into a picnic area for students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection there were ten classes, ranging from elementary to upper intermediate level. Five were running in the morning and five in the afternoon.

During busy periods a zig-zag programme is run, with some lessons held in the afternoon.

The current age ranges are nine to 12 for the young learner courses and 13 to 19 for the teenager courses.

Management profile

The school is owned and run by the principal and the business director. The DoS is responsible for all aspects of academic management. The accommodation manager/welfare officer is responsible for welfare, accommodation and care of under 18s.

Accommodation profile

All homestay accommodation is managed by the school. It is available on a half-board basis, with either twin or, on request, triple rooms. The school has a register of approximately 130 hosts, most within walking distance. A few hosts live further from the school; they drive students to and from the school. Hosts provide packed lunches twice a week, normally on excursion and departure days.

Residential accommodation is on site on two floors. There are 72 beds. Students are accommodated in rooms of six to eight students in bunk beds. There are five ensuite single and twin rooms for group leaders and two rooms for school supervisors. Males and females are accommodated on separate floors. A large shared bathroom is provided on each floor. The residential package includes half-board with some groups opting also for packed lunches or hot lunches.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established and applied to good effect by experienced staff. Communication is very good and student administration is carried out very efficiently and effectively. Publicity is attractive, clear and accurate. *Strategic and quality management, Staff management, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A wide range of professionally produced in-house learning resources is available, suitable for the age and needs of the students. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Suitably qualified staff, led and supported by well-qualified and experienced academic managers, deliver well-structured courses designed to provide maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the care of students at the school. Accommodation is efficiently organised. Homestay hosts provide a very good standard of service to students. The on-site residence is also of a good standard. A lively, varied programme of leisure activities and excursions is provided, with excellent arrangements in place to ensure the safety of students and the training of activity leaders. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the safeguarding of students under the age of 18 in the school, during the leisure programme and in both homestay accommodation and the on-site residence. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 BEC's goals and values are clearly expressed in their mission statement and there was ample evidence of staff's and homestay providers' contribution to the creation of 'one continuous learning experience'.

M2 The plans for future growth are clearly set out in the school plan and are specific, measurable, achievable, relevant and time based. The plan has been written by the directors in collaboration with heads of department. There was clear evidence of work being carried out towards the objectives, for example, the recent overhaul of syllabus design and the continuing commitment to the activity leaders' and homestay providers' training programmes.

M3 The staffing structure is clearly understood by all staff and the organogram is contained in staff and student handbooks. Staff photographs and roles are prominently displayed. There are sound cover procedures in place for key staff and three members of staff have undertaken job shadowing.

M4 There are regular documented staff meetings and an annual meeting for all staff. Closed social media groups and newsletters are used to ensure all staff and homestay hosts are kept up to date with information. Homestay hosts receive useful advice on communicating successfully with their students and are invited to regular school social events. Group leaders are fully involved in school life and appreciate the tour of Broadstairs organised by the school.

M5 Students complete daily evaluation questionnaires, which are recorded on the database and analysed each week, and end-of-course feedback questionnaires. The school has a clear commitment to obtaining feedback on all its services, both formally through daily feedback forms and by close liaison with group leaders. The school's premises and resources were not included in feedback questionnaire forms but were added during the inspection. This is no longer a point to be addressed.

M6 Feedback is obtained twice a year from staff and any actions are recorded. For example, TVs were provided in all classrooms following requests from teachers. Any leaving staff are invited to complete exit questionnaires.

M7 Strategic planning is outlined in the school plan which is a comprehensive document in which all staff have been involved. Examples of the successful implementation of the plan is evidenced by the involvement of key staff in new course design and the production of a major benchmarking report by the DoS. A very useful and accurate self-assessment report was produced for this inspection.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 HR policies and procedures are made known to staff through clear documentation. Feedback from agents and group leaders is displayed on noticeboards. Staff felt valued and listened to and all appreciated the school's care about staff wellbeing.

M10 Extensive human resources policies are in place and particular care is taken in staff recruitment. Staff have received useful training in behavioural interviewing. The DBS status of staff is checked every year. The appointment of six new staff members provides evidence of strategic recruitment to maintain an appropriate and balanced team.

M11 Staff commented positively on the length, content and standard of their induction. New staff are given individual induction and all staff attend the annual induction day in January.

M13 There is a strong tradition of continuing professional development (CPD) for all staff with funding available for approved courses. All staff attended a training day on 'behaviour management for teenagers' in 2018. Full funding is available for teachers on a course leading to a TEFLQ qualification which the two ADOs and two teachers have successfully completed and on which two teachers are currently enrolled. BEC has developed a unique training programme for homestay hosts, which introduces them to basic teaching techniques that facilitate conversation with their students in the home.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Student and group leaders' feedback indicated high levels of satisfaction with the efficiency and helpfulness of staff. The school has well-established procedures and a bespoke database which can be adapted as required. There are sound cover procedures in place and opportunities for job shadowing. The recently recruited enrolment officer is shadowing the bookings and sales manager during her training period.

M15 All students are members of groups that come through agencies or as school groups on educational visits. Course components are negotiated for each specific group, based on core course options.

M20 Conditions under which a student may be asked to leave the course are clearly stated. There was evidence that the school's three-stage process is applied and rigorously enforced and that parents are kept informed at every stage.

M21 The complaints policy and procedure is made available to all stakeholders. Information about how to make a complaint, written in accessible language and accompanied by useful graphics, is in the students' guide and on posters.

Publicity	Area of strength
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, a brochure and a range of social media. The website is considered the main medium.

M22 Publicity contains clear, accurate descriptions of the school's provision and includes photographs which are captioned. The school's location, services and resources are portrayed accurately on the website in excellent videos. The extent and availability of resources are described accurately. Terms and conditions are clearly stated.

M26 The school's website has a dedicated page for safeguarding under 18s which gives full and accurate details of pastoral care for under 18s. There is also a link to the 'Student Guide and Workbook', which includes relevant rules.

M27 Publicity includes photographs and videos relating to accommodation, which are detailed, accurate and raise entirely realistic expectations.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 The premises provide an attractive and comfortable environment which is entirely appropriate for teenagers and young learners. All areas are in a good state of repair and spotlessly clean.

P3 The spacious common room provides students and group leaders with an ideal area for socialising and is an important focus point for students outside class times. There are seating areas for the consumption of food, a tuck shop, table tennis and pool tables, three TVs, four desktop computers and free Wi-Fi to use personal devices.

P4 Free drinking water is available in the common room. Students may eat their packed lunches or buy sandwiches from the tuck shop or numerous nearby food outlets. Free fruit is provided each day for students and group leaders are offered free tea or coffee. A catering company provides breakfast, hot lunches and dinners for students as required.

P5 Signage is clear and wall displays are up to date and attractively presented. All classrooms have pinboards for displaying student work and noticeboards are well organised, informative and attractive.

P6 There are two rooms for teachers, with individual workstations for preparation and marking. Ample storage space is provided for teachers and activity leaders. The staff common room has comfortable seating and facilities for heating food.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 A new syllabus, with bespoke lesson materials appropriate for the teenagers and young learners on short courses, has been produced by the ADoS (syllabus) and is an excellent resource.

P8 Master copies of a large collection of bespoke lesson materials are stored on computer and are easily accessible for printing. Teachers have access to a wide range of well-organised resources, including mini whiteboards and mini tablets for students' use. An up-to-date library of teaching methodology books is available which provides excellent support for the teachers studying on the diploma-level course.

P12 Review of teaching materials and resources is the responsibility of the ADoS (syllabus), who supervises the development of materials, in collaboration with the ADoS (planning) and the DoS. Teachers are encouraged to add resources and materials to the resources bank and are paid for producing materials which are of a suitable standard.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 Three teachers are TEFLQ and two teachers are working towards a diploma-level qualification funded by the school.

T3 The teaching team has a good range of experience and skills which are relevant to the short courses and needs of young learners.

T4 The three members of the academic management team are TEFLQ and have many years' appropriate experience. The principal is TEFLQ, with many years' teaching experience.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T7 There are good arrangements for cover. A number of suitably qualified and experienced part-time teachers are available for emergency cover. The academic managers provide cover as needed and the accommodation manager is TEFLQ and QTS, with more than 15 years' teaching experience.

T9 There are effective arrangements in place to ensure day-to-day guidance and support for the teaching staff. The ADoSs are based in the teachers' room. Teachers in the focus group meeting felt they were very well supported and confirmed that there are opportunities to discuss specific classroom issues at weekly teachers' meetings and CPD sessions. There is a regular programme of peer observations which teachers appreciate.

T10 There are sound arrangements for monitoring teachers' performance. All teachers are observed at least once a year. Teachers at the focus group meeting had all been observed twice and reported that observations are a positive part of their CPD, with opportunities for requesting a specific focus for observation. Regular peer observation is encouraged and supported and plays an important part in teachers' development.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 The ADoS (syllabus) has produced a comprehensive syllabus design document. Courses are very well designed with clear aims which include the provision of functional language instruction in generally cultural contexts. Teachers are provided with detailed weekly outlines and lesson plans and teaching materials which they may supplement with their own or published materials.

T12 Courses, and the materials that underpin them, are regularly reviewed by the academic management team and teachers, with daily student feedback taken into account.

T16 Courses include an end-of-week project lesson during which students may go into town and interview local people. Teachers have access to lessons linked to excursions. Activity leaders have been trained to give and elicit information from students during excursions, which helps students to develop their language skills. Group leaders at the focus group meeting were very impressed with the instructional skills of activity leaders on visits to Canterbury and London.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T18 Procedures for monitoring student progress include a number of different assessment techniques used by teachers during each lesson to elicit students' understanding. Teachers recorded students' participation and achievements in daily registers. Students self-assess their progress on an exit evaluation questionnaire.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

One teacher was not teaching during the inspection. The remaining four teachers and the ADoS (syllabus) were observed.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated sound knowledge overall and were able to produce good models of spoken English. Teachers used terminology precisely and the phonemic script was used effectively in most lessons.

T24 Class profiles showed a good understanding of students' learning needs and backgrounds. All teachers were well aware of the need for short tasks, frequent changes of pace and movement.

T25 Very detailed lesson plans had been prepared by the ADoS (syllabus) with clear guidance on expected outcomes and how to achieve them. Lesson aims were posted in classrooms and activities were well staged and logical. A few teachers shared learning outcomes with students which were extremely detailed and written in technical language.

T26 In all classes teachers made confident use of a range of effective techniques, such as good concept and instruction checking and appropriate elicitation. Pair work and group work were designed to allow real communication to take place.

T27 The two large whiteboards in each classroom were used to very good effect. Colour coding was used for parts of speech and there was good zoning of information. Professionally produced flash cards were well used. Seating arrangements were appropriate to the group and task.

T28 Students were given a range of activities to practise newly acquired language and teachers monitored actively. Appropriate error correction for pronunciation was observed in most classes with some choral practice of target items. Quick and effective feedback on tasks was provided in all lesson segments.

T29 Teachers set frequent short evaluation tasks and posed hinge-point questions to give students the chance to see how well they could perform.

T30 All teachers fostered excellent rapport with their students through firm but fair classroom management. Teachers were effective in moderating their own language and controlling the use of first language by most students. Instructions were clear and lesson activities promoted student interaction. Students at the focus group meeting were very positive about their teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority of lesson segments being very good or good. Knowledge of the linguistic systems of English was generally sound, and all teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs and cultural background of the students, and led to successful learning outcomes. In all lesson segments, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were frequent opportunities to evaluate learning in all lesson segments seen. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 The school and residence are both located in one building, with a staffed reception desk at the main entrance. A full range of safety measures and policies is in place, including risk assessments and CCTV. Each group of students and leaders is informed of security and fire safety procedures on arrival. There are 17 trained fire marshals. The residential wing of the building is kept locked during the day and students do not have access.

W2 A detailed emergency plan sets out procedures for lockdown, emergency evacuation and school closures. Members of the emergency team are identified. Activity leaders have clear procedures to follow if any students are missing.

W3 The welfare officer and her assistant are responsible for pastoral issues. They liaise closely with the leaders who accompany each group. Any issues are identified by staff, leaders or through daily feedback and are dealt with promptly.

W8 Students are always accompanied to the local pharmacy, a walk-in surgery or the local hospital in case of emergency. There are 14 trained first aiders. Facilities are available for sick students to rest in the residence.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The three homestays visited were all of a good standard. Hosts were friendly and welcoming and clearly took an interest in their students. All three houses had a separate bathroom for the exclusive use of students. The residential accommodation is also of a good standard. Rooms are large and there is sufficient space for relaxation and storage of personal items. The bathrooms are of an adequate size for the number of users and have been refurbished to a high standard.

W11 All hosts are visited before students are placed. The homestay manager completes application forms with the prospective hosts. All hosts are revisited annually.

W13 Group leaders are encouraged to pass on details of any accommodation problems promptly. Students also report any problems through the daily evaluations. There was evidence that any issues are dealt with quickly and changes made where necessary.

W14 The comprehensive homestay handbook sets out in detail the standard of accommodation required and includes guidelines on cultural awareness, food and care of students. Hosts are required to attend an annual training session, usually focusing on techniques for improving communication with students.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this section are fully met.

<i>Accommodation: other</i>	
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W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
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W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
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Comments

None.

Leisure opportunities	Area of strength
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W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
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W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
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W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
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Comments

W24 A lively and varied programme of social activities and excursion programme is negotiated in advance with each group. There are activities every afternoon and evening, plus excursions as agreed. Attendance is mandatory. Activities are adapted as necessary to meet the needs of younger students. Wet weather alternatives are provided.

W25 The leisure programme is well organised by the activities manager and his team. Good use is made of facilities in a local school. Detailed guidelines are provided for leaders on running activities; tour notes are provided for all excursions. Group leaders attend events to support their students.

W26 Supervision ratios are generous. Risk assessments include both generic guidelines and detailed procedures relating to the specific activity or destination. Clear systems are in place to monitor free time and for dealing with missing students.

W27 An excellent programme of training is in place for activity leaders including behaviour management, use of voice and language to give information and instructions, the use of equipment and first aid. Activity leaders shadow experienced colleagues before taking responsibility for leading activities.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
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S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
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S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
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S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
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S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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S7 There are suitable arrangements for the accommodation of students.	Strength
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S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
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Comments

The school accepts students aged from 9 to 19 years in accompanied groups. Individual enrolments are not accepted. At the time of the inspection there were 151 under 18s and four students aged 18 or 19 years. The school has decided to accept only under 18s from October 2019.

S1 A detailed and comprehensive safeguarding policy is in place. There was expert input to help the school develop the policy. The policy is reviewed annually and includes clear procedures for safer recruiting, dealing with disclosures, and local safeguarding contacts. The welfare officer is the designated safeguarding lead (DSL) and has two deputies.

S2 The DSL, her two deputies and one other member of staff have had specialist-level training. All other staff have had advanced-level training, delivered by the DSL. Annual refresher training is in place. Homestay hosts are encouraged to undergo basic safeguarding training; approximately 70 per cent have completed this. Guidance to hosts on safeguarding issues is included in the homestay handbook.

S6 Unsupervised time is kept to a minimum. Arrangements for supervision and safety are in place and students are informed of these on arrival. Group leaders supervise their groups when no social activity is provided. Under 12s are supervised at all times.

S7 Safeguarding procedures relating to both homestay and residential accommodation are rigorous and consistently implemented. Homestay providers living more than 20 minutes' walking distance from the school are required to drive students to and from the school. Hosts report to the school if students do not arrive home promptly after evening activities. Over 18s are always accommodated in homestays. There is a good level of supervision in the residence with group leaders and school staff in attendance.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	March 2015
Last full inspection	March 2015
Subsequent spot check (if applicable)	November 2015
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	Discovery Week course which includes excursions with projects, led by BEC activity leaders, but no teaching component. School Immersion Programme includes activities run by BEC activity leaders and a taught component which is not provided by BEC teaching staff.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2009
Ownership	Name of company: Broadstairs English Centre Limited

	Company number: 07016710
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: March (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	11
Full-time ELT (15+ hours per week) aged 16–17 years	27	96
Full-time ELT (15+ hours per week) aged under 16	85	190
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	11	1
Part-time ELT aged under 16 years	28	7
Overall total ELT/ESOL students shown above	155	305
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	19	19
Junior programmes: predominant nationalities	German, Belgian, Italian, Spanish	Belgian, Spanish, Italian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	9
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	17	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments.	

The DoS, who is scheduled to teach six hours per week, was not teaching at inspection. The ADoS responsible for syllabus design is scheduled to teach 15 hours per week and was teaching at inspection. The ADoS responsible for planning was away during the week of inspection, but is normally scheduled to teach 12 hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3

TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5

Comments

One TEFLQ teacher who was scheduled to teach on three days during the week of the inspection was not scheduled on the days of the inspection. She is included in the teaching staff profile above.

Accommodation profile.

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	4	121
Private home	0	0
Home tuition	0	0
Residential	0	30
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	4	151
Overall total adults + under 18s	155	