

Organisation name	Earlscliffe College, Folkestone
Inspection date	5–6 October 2022

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

## Recommendation

We recommend accreditation for an initial period of one year; with a spot check in the first year to review academic staff qualifications and determine whether accreditation should be extended beyond this period.

## Summary statement

The British Council inspected and accredited Earlscliffe in October 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private sixth form college offers residential A-level preparation courses for 16–19 year-olds.

Strengths were noted in the areas of premises and facilities, learner management, accommodation, care of students and safeguarding under 18s.

The inspection report noted a need for improvement in the area of academic staff profile.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Earlscliffe is a private co-educational sixth-form college in Folkestone, Kent. The college offers pre-tertiary courses to mainly international students and IELTS preparation. Earlscliffe has been running for 10 years and is part of the Duke's Education group of colleges.

The inspection took two inspectors one and a half days. Meetings were held with the deputy head teacher, assistant head/pastoral, sales and marketing team, head of HR, compliance manager, and head of sports, culture, and services, and a teacher. A focus group meeting was held with a group of students. One teacher was teaching during the inspection and was observed once by both inspectors. The head of English was absent due to illness at the time of the inspection.

## Address of main site/head office

29 Shorncliffe Road, Folkestone CT20 2NB

## Description of sites visited

Earlscliffe occupies a number of buildings in the West End area of Folkestone. The main building on Shorncliffe Road comprises offices for the administration, operations, and pastoral teams. As well as a number of meeting rooms, the kitchen, dining room, sick bay, and nurse's office are situated here. This building also contains a girls' boarding house and a student common room. The 'School House' building (Grimston Gardens) comprises 13 classrooms, an auditorium/library, staffroom, and offices for the head teacher and the deputy head teacher. On the same street as School House, there is a boarding house for boys and another for girls. The girls' boarding house also contains the science laboratories. The college occupies one floor in a shared building (Earl's Avenue) where the creative arts department is based. Finally, there are three more boarding houses in Earl's Avenue, Westbourne Gardens, and Julian Road.

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

As part of their pre-tertiary preparation courses, Earlscliffe offers IELTS preparation classes on a weekly basis. Depending on whether or not the student already has a GCSE or equivalent qualification in English, IELTS preparation will be part of the academic courses, which include A-levels in a range of subjects, an International Transition Year, Business diploma, extended project qualification, and university foundation year courses.

## Management profile

The head teacher is responsible for the overall running of the college and the deputy head and head of pastoral report to him. Heads of department report to the deputy head, and house managers as well as the nurse report to the pastoral head. The compliance manager as well as the IT and marketing teams all report to the head teacher.

## Accommodation profile

Boarding houses are located on six sites located close by or on the school premises and offer single and twin rooms with ensuite facilities. Girls are accommodated separately to boys. Boarding houses have a common area, and a kitchen where students can prepare their own meals. All accommodation has a live-in house manager and relief staff where applicable.

## Summary of inspection findings

### Management

The provision meets the section standard. The statement on goals and values is central to the management of the provision and feedback systems are exemplary. Despite well designed recruitment procedures, scrutiny of ELT staff's qualifications is insufficient. Student administration systems are generally excellent, but some detail was missing from student records. There were a number of issues with publicity but the majority of these were addressed during the inspection.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The school occupies a number of period buildings that are in a good state of repair and suitably furnished. Educational technology is well provided for but there is no policy in place for the review of learning resources for IELTS courses. *Premises and facilities* is an area of strength.

### Teaching and learning

Overall, the provision meets the section standard and exceeds it in some respects. The profile of the academic team is not appropriate in terms of qualifications. Academic management systems are mostly suitable and course design is effective with good opportunities for students to interact with the local community. There is excellent support in place to ensure that students gain maximum benefit from their time at the college. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength. There is a need for improvement in *academic staff profile*.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and safety are well met. The accommodation provided is of a high standard, and appropriate systems are managed effectively. Students have access to emergency telephone numbers as required. There is a variety of social, cultural, educational and sporting activities. There are in addition systems in place which ensure that health and safety are maintained during activities. *Care of students* and *Accommodation* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students at the school. There is a clear and comprehensive safeguarding policy, and staff are very well trained to implement it. There are good arrangements for student accommodation, leisure activities and appropriate communication with parents or guardians. Safer recruitment procedures are generally managed very effectively. *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	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met
<b>Comments</b>	
<p>M1 There is a clear statement of goals and values in place, and this is widely communicated to staff and students through the website, recruitment and enrolment procedures, as well as being displayed around the school.</p> <p>M4 Communication systems, both formal and informal are good both within Earlscliffe as well as within the Duke's group of colleges. Staff feel well informed and are clearly engaged with the goals of the college.</p> <p>M5 Feedback systems are highly effective. This is done through feedback forms, the student council, and student leadership teams. The college ensures that students receive a response to their feedback through regular forum meetings.</p> <p>M6 Staff feedback systems are also highly effective. There are regular opportunities for staff to give feedback and evidence was seen that the college is quick to take action in response.</p> <p>M7 Although Earlscliffe is clearly an organisation that reviews processes and systems, the required self-evaluation against Scheme requirements was not submitted for this inspection.</p>	

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
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.	Not met
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.	Strength
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.	Met

<b>Comments</b>	
<p>M10 Although there are robust and differentiated procedures for the recruitment of staff and record keeping is good, there is insufficient scrutiny and awareness of the qualification requirements for ELT staff. See T1, T2, and T4.</p> <p>M11 There is a highly effective induction procedure in place both upon arrival in post, but also beyond this through an ongoing series of meetings to ensure that staff are fully supported in their new roles.</p> <p>M12 The staff appraisal system is well designed. It is supportive with clear targets set, clearly linked to continuing professional development and with a well-managed 360 degree focus.</p>	

<b>Student administration</b>	Met
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.	Strength
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.	Not 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.	Strength
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.	Met

<b>Comments</b>	
<p>M14 It was clear from speaking to students and looking at records of feedback, that they receive a very high level of customer service from dedicated staff.</p>	

M15 A high level of personal attention is offered to students and their representatives. All students are interviewed individually before arrival at the school, and both parents and agents receive regular updates by email thereafter.  
M18 Although student files were otherwise complete, no record is made of the emergency contact's level of English.  
M19 There is a very clearly explained rapid response procedure with regards to student absence, and record keeping is good.  
M20 There is clear information made available to students regarding the behaviour expected of them. This is further supported by a sanction/reward system.

<b>Publicity</b>	<b>Met</b>
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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

#### **Comments**

Publicity comprises a website as well as a printed prospectus. Both are considered the main form of publicity.  
M22 The website claims that the IELTS classes are taught by 'qualified teachers'. This was not true of all three teachers employed at the time of the inspection.  
M23 Although the language used is accurate, much is not accessible to those at a B1 level of English.  
M24 Most of the required information is clearly presented, but that relating to maximum class sizes was missing. This was added during the inspection and is no longer a point to be addressed.  
M25 Information regarding course and accommodation costs is clear but that relating to the varied leisure programme on offer was difficult to locate. This was amended during the inspection and is no longer a point to be addressed.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
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.	Met
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.	Met

#### **Comments**

P1 The school occupies a number of large, period buildings, which are in a good state of repair and well furnished. Many of the buildings are situated within well-presented grounds. Staff and students reported that it is a very comfortable environment in which to work and study.  
P3 The main building has a large dining room as well as places to eat outside in the garden. The student common rooms are well furnished with comfortable seating, and other amenities such as pool tables and pianos.  
P4 Drinking water is freely available and all students are given a branded water bottle of their own.

<b>Learning resources</b>	<b>Met</b>

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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

#### Comments

P9 The provision of educational technology is good, and staff reported that they receive excellent support and training.  
P12 There is no policy in place for the review and development of teaching and learning resources for the IELTS classes.

### Teaching and learning

Academic staff profile	Need for improvement
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Not met

#### Comments

T1 The academic manager who also teaches does not have a Level 6 or Level 7 qualification. See also T4.  
T2 Of the three IELTS teachers, two did not have TEFLI qualifications that meet Scheme requirements. No rationales were provided.  
T4 The academic manager is not TEFLQ and does not have a Level 6 qualification. Her certificate level TEFL qualification does not meet Scheme requirements and no rationale was provided.

Academic management	Met
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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

#### Comments

T10 There is no TEFLQ manager in place to carry out the observations and monitoring of teachers' performance. See also T4.

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

T16 Students are provided with excellent opportunities to develop their language skills outside the classroom within the local community. This includes a requirement for all students to carry out voluntary work as part of their courses.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

#### Comments

T17 All students undergo a robust testing procedure both prior to and upon arrival at the college. This focuses on a number of areas as well as that of their English language level.

T18 Testing takes place on a weekly basis and this feeds into clear target setting for each student. This is communicated during weekly meetings with tutors.

T21 All parents receive a detailed monthly report on their children's progress.

T22 As all students are aiming to progress to mainstream UK education, there is a university counsellor permanently on site who arranges regular meetings with students on an ongoing basis.

#### Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	IELTS preparation

#### Comments

The academic manager was also timetabled to be observed during the inspection, but they had been signed off ill by the time inspectors were on site.

Teaching: classroom observation	Met
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.	Not met
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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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.	Not met

#### Comments

T23 The teacher gave accurate models of English and demonstrated an appropriate level of knowledge and awareness.

T24 All students are studying IELTS for the same purpose, but no profile was seen giving details of their individual learning needs and cultural backgrounds.

T25 The teacher made the learning outcomes known to students at the start of the lesson and these outcomes were achieved through a logically staged lesson.

T26 A range of appropriate teaching techniques was seen.

T27 The classroom environment was managed effectively, and the technology was used confidently.

T28 Students received timely feedback on errors made, but techniques for doing this could have been more varied.

T29 The lesson included a production stage at its end where learning would be evaluated.

T30 Although the teacher had a firm but supportive manner, the lesson was overly teacher-centred leading to a lack of variation with regards to interaction patterns. Student engagement was consequently affected.

#### Classroom observation summary

The teaching observed ranged from satisfactory to unsatisfactory with the majority being satisfactory against the criteria. Overall, the teaching observed met the requirements of the Scheme. Lesson outcomes were achieved through sensibly planned activities, but information on individual student profiles was missing. Appropriate teaching techniques were used, and learning was evaluated through production stages. The classroom atmosphere was focused as befits the context but was a little too teacher centred.

#### Welfare and student services

<b>Care of students</b>	Met
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.	Met
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.	Strength
W8 Students have access to adequate health care provision.	Strength

#### Comments

W1 Security and safety of all students are ensured at a high level. Detailed risk assessments, emergency planning and evacuation drills are in place to ensure the safety and security needs of students. All entrances and exits are strictly controlled by coded locks, and any visits off-site are tightly controlled and monitored. The length of stay of students means that staff become familiar with the student population as a whole, ensuring a high level of supervision and safety.

W3 Students receive pastoral care from trained staff with a high staff to student ratio. There is great emphasis on ensuring familiarisation with individual students' needs on arrival. Any concerns regarding students' health and welfare are formally risk assessed and recorded in writing. Residential boarding house managers have regular



meetings with students to monitor how they are getting on, and great emphasis is placed on the connection between students' well-being and academic success.

W7 Advice on living in Britain forms part of the main curriculum and is an integral part of the core syllabus.

W8 Students have excellent access to health care provision via an on-site nurse, who is available between 08.00 and 17.00 every weekday. All students have an interview with the nurse on arrival.

<b>Accommodation (W9–W22 as applicable)</b>	<b>Area of strength</b>
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### **Comments**

W9 Student residential accommodation is very comfortable, in single or double ensuite bedrooms in boarding houses located in or near the main school buildings. They are in very good decorative order, well-furnished and spacious. The common rooms are well equipped and provide an excellent facility for student relaxation. Girls and boys houses are separate.

W10 All rooms are cleaned every day and all houses have their own laundry facilities. Laundry is carried out frequently for under 18s and older students are encouraged to take responsibility for their own laundry.

W11 Accommodation is inspected on a regular basis with the head of boarding visiting different houses weekly. This ensures that standards of safety and general provision are maintained to a high standard.

W13 Regular meetings and contact with boarding house managers ensure that any problems related to students' accommodation are identified quickly and dealt with effectively.

W15 Students were positive about the meals provided and have various channels through which they can make suggestions regarding the diet on offer. All dietary requirements are catered for and particular attention is given to those students who have medical issues or allergies. The nurse also provides the kitchen with advice on healthy eating. In addition, students have facilities to prepare meals in their accommodation blocks.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### **Comments**

None.

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

#### **Comments**

None.

<b>Leisure opportunities</b>	Met
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
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
W26 All on-site and off-site activities are carefully risked assessed on an ongoing basis, with activity leaders noting in writing that they have understood how to minimise any identified risks. All staff working at the school must be qualified first aiders.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Area of strength
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
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
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
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
<b>Comments</b>	

The majority of students are under the age of 18. In year 13 there may sometimes be students aged 18 or 19. At the time of the inspection there were 112 under 18s.

S1 The safeguarding policy is fully compliant with all requirements. In addition, it is presented in an accessible way, ensuring that its content is easy to absorb. It is in addition supported by a range of up-to-date safeguarding documents issued by central government and Kent County Council. These include frequently asked questions and specific guidelines on dealing with issues of online safety for and between young people.

S2 In addition to attending a full day's induction into safeguarding with input from an outside specialist, teachers receive a weekly newsletter containing a section on safeguarding issues. As part of this induction, all staff are required to complete an accredited online programme in all aspects of child safety, welfare and safeguarding. This is supplemented by a short quiz from the designated safeguarding lead which refreshes teachers' understanding of the issues.

S4 The school's recruitment policy is of a high standard. Through the application of rigorous guidelines, the school is very careful to ensure that all policies and procedures exclude the risk of any safeguarding errors when recruiting staff.

S7 Boarding houses have high standards of supervision and pastoral care, which ensure that any potential risks to student safety and well-being are minimised.

### 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	2022
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	A-level, International Transition Year, University Foundation Year, Extended Project Qualification, academic vacation courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Duke's Group (colleges)

#### Private sector

Date of foundation	2011
Ownership	Name of company: Earlscliffe Ltd, owned by Duke's Education Company number: 4091830
Other accreditation/inspection	ISI

#### 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

Student profile	At inspection	In peak week (2022): September (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	16	16
Full-time ELT (15+ hours per week) aged 16–17 years	95	97
Full-time ELT (15+ hours per week) aged under 16	17	17
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
<b>Overall total</b> ELT/ESOL students shown above	<b>128</b>	<b>130</b>
Junior programmes: advertised minimum age	15	15

Junior programmes: advertised maximum age	19	19
Junior programmes: predominant nationalities	Nigerian, Russian, Ukrainian	Nigerian, Russian, Ukrainian
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	17–19	17–19
Adult programmes: typical length of stay	1 year	1 year
Adult programmes: predominant nationalities	Nigerian, Russian, Ukrainian	Nigerian, Russian, Ukrainian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	1	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	15	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	1
Comments	
The academic manager was scheduled to be teaching but was absent due to illness.	

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	2
Comments	
None.	

#### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	16	111
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	1
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	16	112
Overall total adults + under 18s	128	