

Organisation name	English in Margate
Inspection date	12–13 June 2018

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. The next full inspection should take place at a time when junior closed groups are being taught in the school. However, evidence must be submitted within three months to demonstrate that weaknesses in M10, W2 and S4 have been addressed.

Summary statement
<p>The British Council inspected and accredited English in Margate in June 2018. 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).</p> <p>This private language school offers courses in general English for adults (16+) and for closed groups of under 18s and adults.</p> <p>Strengths were noted in the areas of strategic and quality management, and accommodation.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

English in Margate (EiM) belongs to the Leo Languages (LL) group which offers a range of language-related services including home tuition (International Language Homestays), junior homestay and residential courses (English on Sea), teacher training programmes and online foreign language courses. The managing director and owner runs all LL activities from the school premises. EiM is the only part of LL which is currently accredited.

The school runs general English courses for adults (16+). See Course profile for full details of the range of courses available. In January 2018 the school decided that short courses for closed groups of junior students (11+), previously offered in other locations under the unaccredited English on Sea branding, would be run at the main school. The Accreditation Unit was informed of this change. As a result, the junior provision is now eligible for accreditation and was assessed at this inspection. No junior closed group courses were running at the time of the inspection.

The inspection was carried out by two inspectors and took place over one and a half days. Meetings were held with the managing director, the principal, the academic manager, the welfare and accommodation manager, the welfare and accommodation officer and the social programme manager. All teachers timetabled during the inspection were observed. Focus groups were held with adult students, under-18 students and teachers. One inspector visited three homestays and two self-catering houses.

Address of main site/head office

The Towers, Hawley Square, Margate, Kent CT9 1PH

Description of sites visited

The school is located in a listed building in a quiet square in the centre of Margate. On the ground floor there are three classrooms, a self-study room, a reception desk and a teachers' room. On the first floor there are two classrooms, one used for one-to-one classes, and offices. The principal and owner share an office on the second floor. In the basement there is a student club and café. At the rear of the building there is a courtyard with seating and, in a separate building, three further classrooms. During busy periods the school also uses two teaching rooms in an adult education centre on the other side of the square.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 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 checked="" 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

The school runs general English courses of 15 hours (standard) or 22.5 hours (intensive) for adults (16+), one-to-one tuition, combination courses of general English and one-to-one tuition, examination preparation courses and teacher development courses.

The school offers closed group courses of one or two weeks for under 18s (11+) and adults. Course programmes are tailored to the requirements of each group. Most groups follow a general English course of 15 hours per week with a tailor-made social programme and homestay accommodation. The maximum class size is 16 students. Between January and June 2018 the school accepted 16 closed groups. Of these, six groups were composed entirely of under 18s, the remaining ten consisting of both under 18s and adults. Group sizes varied between 12 and 58 students; all were accompanied by group leaders. Some courses included work placements.

Accommodation profile

A range of accommodation is available: standard and executive (ensuite) homestay as well as self-catering. Self-catering options include two self-catering houses across the square from the school, and apartments in the old town, or a holiday cottage. One inspector visited three homestays and two self-catering flats and a self-catering

studio in the houses adjacent to the school.

Summary of inspection findings

Management

The provision meets the section standard. The school is efficiently managed by a committed management and administrative team. Effective communication channels are in place. Most aspects of staff management are well handled and student administration is efficient. Quality assurance procedures are of a good standard and are effectively implemented. The publicity gives a reasonably accurate description of the school and its services, although some aspects do not fully meet Scheme requirements. *Strategic and quality management* is an area of strength. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide a comfortable working environment for both staff and students. Classrooms are of a reasonable size for adult groups but may be crowded when the school accepts junior closed groups. There are good facilities for student relaxation. Teaching resources for both adult and junior courses are suitable and are readily accessible.

Teaching and learning

The provision meets the section standard. Teachers are suitably qualified and experienced to teach the range of courses offered, and are well supported to ensure that they meet the needs of their students. Programmes of learning are well designed and managed, although learning outcomes are not clearly stated or shared with students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' needs for security, pastoral care and information are met. Students feel they are studying in a safe environment. Staff are sensitive to, and able to respond quickly to, the needs of the students. Students are provided with a helpful amount of information and advice, allowing them to settle into and benefit from their stay in the UK. The leisure programme is appropriate to student needs. The accommodation provision is well run. The accommodation provided is of a high standard and the management of the accommodation systems works to the benefit of the students. *Accommodation* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation, the leisure activities and accommodation provided. Policy documentation is clear and staff are trained to a good level to ensure the well-being and safety of all children in their care. Recruitment practice is mostly well-handled except in the area of references which are not taken up consistently.

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.	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.	Met
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.	Met

Comments

M1 The goals and values of the school are clearly set out and are well understood by staff. The managing director

is aware of changes in the ELT sector and has developed a wide range of language-related services to meet market needs.

M2 The school produces an annual quality plan which identifies areas for development, time scale and person responsible. Evidence was provided of work undertaken to achieve stated objectives.

M4 Lines of communication in the school and with the wider organisation are clear. There are monthly, minuted staff meetings. The owner and principal share an office and are in regular daily contact. The layout of the main administrative office has recently been changed, with a view to improving communication between staff. A shared drive is used to inform all staff of management initiatives and essential administrative details about courses and students.

M5 There is no initial satisfaction questionnaire, but students are contacted individually early in their course to check for problems. At bi-weekly tutorials students complete a detailed questionnaire about all aspects of the provision and there is also a well-designed exit questionnaire. Records sampled indicated a high level of student satisfaction.

Staff management and development	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.	Met
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.	Met

Comments

M9 Job descriptions are in place for all postholders. However, there are no established procedures for the regular review and updating of job descriptions.

M10 Appropriate recruitment procedures are in place, although sampling of teachers' records indicated that no references were on file for three temporary teachers, one currently employed and two about to be re-employed.

M12 The annual appraisal system is well established, although it was noted that the principal is not regularly appraised.

M13 The school aims to organise workshops for teachers every four weeks, but records indicated that only four sessions had taken place since last summer.

Student administration	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.	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.	Met
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 An efficient administrative team works closely with the owner and principal to provide help and support to students. Students commented very positively on the high level of personal service offered by the school. Staff are well able to cover for each other and interns are fully integrated into the administrative team.

M21 Students are informed of the complaints procedure at induction. The complaints policy includes recourse to an external organisation if necessary. A complaint form is available on the website and can be completed online. The complaints log was checked and it was noted that there had been very few complaints. Evidence of follow-up action was provided. Students commented that any negative comments were quickly dealt with.

Publicity	Need for improvement
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.	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.	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.	Not met

Comments

The publicity consists of two websites and a brochure. The LL website includes information about the full range of courses offered by the organisation, including EiM. There is also a stand-alone EiM website. The printed LL brochure similarly has information about all the organisation's activities, including EiM, and is downloadable from the website. The EiM pages of the brochure are downloadable from the EiM website. Brochures are available in four European languages.

M22 The publicity describes the premises and location accurately and fairly, although it is not made clear that junior closed groups (11+) are now run at the main school premises. The downloadable LL brochure was amended shortly after the inspection to include the information that under 16s in closed groups are now accepted. However, the EiM pages of the brochure, downloadable from the EiM website, have not been amended. The school is aware of the need to amend the printed versions of the brochure in due course.

M24 Most of the required information is provided. The number and length of lessons is stated in the publicity, but the total number of taught hours per week is not stated.

M29 An incorrect version of the accreditation marque is currently used. Following the inspection the correct marque was added to the EiM pages of the downloadable LL brochure, but the EiM website still has an incorrect version.

Premises and resources

Premises and facilities	Met
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.	Met
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.	Met
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.	Strength

Comments

P1 The premises provide a good working environment for students and staff. However, toilet facilities for students are limited and are likely to be inadequate at busy periods.

P2 Classrooms are of a reasonable size; most can comfortably accommodate the maximum of 12 students accepted on adult courses. However, the maximum class size for junior closed groups is 16 students. Only three classrooms can easily accommodate this many students, one in the school and two in the adult education centre.

P3 The student club in the basement is an attractive, well laid out area, popular with students. Students also benefit from a courtyard to the rear of the school and in good weather can relax in the grassed area opposite the school. The student club café offers drinks and snacks; students can also use a microwave to cook food.

P6 The teachers' room is neatly presented, spacious and comfortable, with soft furnishings, work areas, a well-appointed staff kitchen and large lockers for teachers' personal use.

Learning resources	Met
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.	Met
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.	Met

Comments

P10 A dedicated self-study room provides students with printed and online resources for independent learning. Students also benefit from subscription to a language teaching website for three months as part of their course fees.

Teaching and learning

Academic staff profile	Met
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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T4 The principal, who oversees the academic management of the school, and the academic manager are both TEFLQ and have substantial and relevant experience. The principal has a qualification in ELT management and is currently studying for a PhD in applied linguistics.

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.	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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T7 Four members of the management/administrative team are able to cover for absent teachers at short notice. All are suitably qualified.

Course design and implementation	Met
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.	Not 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.	Met

Comments

T13 There is little evidence that course outlines and learning objectives are routinely shared with students.

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.	Met
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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T17 An online level test is available, but students are not required to complete it. Students are set a writing task on arrival and also have a short interview. Class allocation of junior groups is arranged in advance by group leaders.
T21 The school provides teachers with detailed guidelines and templates for completing academic reports. This ensures consistency and reduces the workload for teachers.

Classroom observation record

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

Comments

All parts of the adult programme were observed. No junior closed groups were at the school at the time of the inspection.

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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not 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.	Strength
Comments	
T23 Teachers modelled language accurately and provided relevant examples of spoken and written English where appropriate.	
T24 Topics were well chosen to engage students' interest and there were examples of attention being paid to individuals' needs. In segments focusing on communication skills, there was a clear focus on the use of real-life language.	
T25 Teachers had planned coherent sequences of activities, but aims were not expressed in terms of learner outcomes and were not routinely shared with students.	
T26 Teachers had effective elicitation and nomination techniques and were able to give clear instructions. Pair and group work was used effectively to give students opportunities to practise target language. In weaker segments, lessons were too teacher-centred and students were not fully engaged.	
T27 Board work was mostly effective, with some good use of colour coding to highlight specific language points. Teachers were able to use the classroom computers and data projectors confidently. Handouts were neatly presented.	
T28 Teachers mostly had a good range of correction techniques, including delayed and self-correction. In some cases teachers did not give students sufficient opportunities to reflect on errors. There was sometimes too little correction of pronunciation errors.	
T29 There was useful recapping of target language to check learning. Most evaluation was through completion of exercises and monitoring of practice activities.	
T30 There was very good student engagement in nearly all classes. Students were interested in the chosen topics and participated actively in the lessons. Teachers were well able to adapt their level of language in line with students' needs.	

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with many lesson segments observed being of a good standard. Teachers had good knowledge of the linguistic systems of English and were able to adapt their language to the students' level. Lesson content was relevant to the needs and cultural background of the students, although aims were not expressed in terms of learner outcomes and these were not routinely shared with students. A good range of teaching techniques was observed and educational technology was competently used. Nearly all teachers were able to engage and motivate their students and give attention to individual needs and interests.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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.	Not 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.	Met
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.	Met
Comments	

W2 At the time of the inspection there was no emergency plan in place but when this was highlighted during the inspection the school responded promptly and submitted a draft plan which included some of the required information but lacked procedural information on how the school would locate and communicate with students in a major incident.

W7 Detailed and accessible information is available in multiple formats including the online 'student information point', in the student handbook and on noticeboards around the school.

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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
<p>W9 All the accommodation visited was of a very good standard. Bedrooms and bathrooms were well-appointed and students had access to a full range of facilities.</p> <p>W11 Accommodation visits are completed annually and are very thorough. Detailed information is recorded and tracking is effective.</p> <p>W13 Initial feedback is done verbally and individually with each student and student accommodation is routinely checked by the teacher in the two-weekly tutorials.</p> <p>W15 Feedback from students, via the end of course feedback forms and in both focus groups, was very positive. The variety and quality of food provided was cited specifically, as was the responsiveness of hosts to any food preference requests.</p>	
<i>Accommodation: homestay only</i>	
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 area are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	
Leisure opportunities	
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.	Strength
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate	Met

experience and training.

Comments

W23 Information is available in different formats and locations around the school and online. Attractively displayed recent photographs illustrate the range of activities and events available. Booking systems are simple and easily accessible for students, encouraging them to make the most of free and paid for activities.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Met
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.	Met
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.	Not met
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.	Met
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

Comments

At the time of the inspection, seven of the 31 students, following an adult course, were under 18 and this is a fairly typical representation of the weekly student population. There are closed groups of under 18s throughout the year. S4 There are no references on file for homestays. Records of references for teachers are incomplete.

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	1999
Last full inspection	August 2014
Subsequent spot check (if applicable)	N/a

Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	February 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Award bearing teacher training courses, internship programmes
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	International Language Homestays, English on Sea
Private sector	
Date of foundation	1996
Ownership	Name of company: Margate Language Centre, trading as English in Margate Company number: 298 2694 10
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	Margate Adult Education Centre 1-3 Hawley Square, Margate CT9 1PF Two additional teaching rooms rented at busy periods, located opposite the school.

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	24	63
Full-time ELT (15+ hours per week) aged 16–17 years	7	33
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	31	96
Junior programmes: advertised minimum age	11 (closed groups)	11 (closed groups)
Junior programmes: advertised maximum age	17 (closed groups)	17 (closed groups)
Junior programmes: predominant nationalities	Spanish, Czech, Italian	Spanish, Czech, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–64	16–65
Adult programmes: typical length of stay	3 weeks	2 weeks
Adult programmes: predominant nationalities	Italian, French	Italian, Saudi, French

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	4	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	6	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers

TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments.	

None.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
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	21	7
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	3	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	24	7
Overall total adults + under 18s	31	