

Organisation name	Frances King School of English, London
Inspection date	24–28 June 2019 and 23 July 2019

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 continued accreditation.

### Summary statement

The British Council inspected and accredited Frances King School of English, London in June and July 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of student administration, publicity, premises and facilities, learner management, accommodation, and leisure opportunities.

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

## Introduction

Frances King is a well-established language school based in west London. In the summer the school uses two additional sets of premises. General English, professional small group, and one-to-one courses are run year round at the main school. During the summer, family vacation courses for parents and their children (aged six to 16) are run in a central London vocational training college, and in the main school during the rest of the year. Residential courses for teenagers (12 to 17 years) are held on a university college campus during July and August.

The inspection took place over four and a half days in June and one day in July. In June two inspectors spent three and a half days in the main school and one day in the building where the family course was taking place. Meetings were held with the owner/chief executive officer, the director, the head of administration, the head of programmes, the deputy head of programmes, the head of sales, the homestay accommodation manager, the programme manager for the family programme, the academic manager for the family programme, the programme manager for the teenager programme, the group financial manager, the accounts receivable controller, the activity programme co-ordinator, and the principal of the training college used for the family programme.

Focus group meetings were held with three groups of students, an intern, two activity assistants, and with two groups of teachers. All of the teachers at the two centres were observed. One of the inspectors visited three homestays, and a residence used by the school's adult students.

In July, one inspector spent one day at the residential centre in order to inspect the teenager programme. Meetings were held with the programme manager, the academic manager and the activity manager of the teenager course. She also met the director and the head of administration who were visiting from the main school. Focus group meetings were held with teachers, activity leaders and students, and the inspector met the conference manager of Roehampton University. Four teachers were observed; one of the five teachers had already been observed in June on the family course. The inspector inspected the facilities used by the summer school, including the student residential accommodation, and checked documentation.

## Address of main site/head office

77 Gloucester Road, London SW7 4SS

## Description of sites visited

77 Gloucester Road, London SW7 4SS

The main school occupies four storeys of a building directly opposite Gloucester Road underground station. The entrance is between retail outlets. From the ground floor hallway the floors above can be reached via a staircase and a lift. On the first floor there is a reception desk and the student services office, a student common room with a self-access study area and a coffee bar, and one classroom. On the second floor there are five classrooms, the teachers' room and a central area for student relaxation. On the third floor there are six classrooms and a central area for relaxation, with a small library of fiction. During the afternoons, two of the classrooms are used as prayer rooms (separate for men and women) and one is designated as a quiet study room. On the fourth floor there are two classrooms, five one-to-one or small group rooms, offices for the sales and marketing staff members and a central relaxation area. There are toilets on or between each floor.

5 Grosvenor Gardens, London SW1W 0BD

This six-storey town house is a few minutes' walk from Victoria station. It is occupied outside the summer by a vocational training college which is under the same ownership as Frances King School of English. The accounts department for the group occupies the top floor. When used for the family programme the following are in use: the reception office and four classrooms on the ground floor; three classrooms on each of the first, second and third floors. On the lower ground floor there is a teachers' room, a student common room and a classroom.

Whitelands College, Roehampton University, Holyborne Avenue, London SW15 4JD

The college, which is part of Roehampton University, is located in Roehampton in greater London. There are transport links (bus, train and underground) to central London. Frances King shares the premises and grounds with other college users, for example conference participants and another language school. There is a reception staffed by college staff where visitors are required to sign in. Frances King has the use of five classrooms, a meeting space and a lecture theatre with raked seating. They share use of the dining room/common room. Staff have an office/staffroom and the use of a nearby kitchen and lounge. There is a café available to all users of the college. There are lifts to all floors. Frances King has the exclusive use of a residential block.

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

### Comments

The main school runs year-round courses in general English for adults and young people (16+), courses for small groups of professional students aged 24+, and one-to-one or 'private' lessons. IELTS preparation is offered as part of the general English programme and examination courses are run at set times of the year. Students can select a combination of classes to make up a programme of 16 hours 40 minutes or 23 hours 20 minutes, and can choose to study in the morning or the afternoon. A part-time evening programme is offered and was being run at the time of the inspection on three evenings per week (five hours total).

In separate premises, family group courses are offered four times a year to parents and their children aged six to 16. Children aged seven to 16 can also be enrolled individually as day pupils. Students can opt to be entered for an externally validated speaking examination during their course. A general English vacation course for students aged 12 to 17 is held during the summer at a residential campus. The course contains a full programme of lessons (20 hours) and activities.

Courses for closed groups of adults and juniors are offered, although not frequently run; one ESP course (aviation) was run in the preceding 12 months. An internship programme which includes a general English course is also offered.

### Management profile

The owner of the school is the chief executive officer. He line manages the heads of the following departments: programmes; administration; sales; partner relations (marketing); and finance. The heads in turn line manage their teams. For example, the deputy programmes manager, the heads of the family and teenager programmes, and year-round teachers report to the programmes manager.

### Accommodation profile

The school provides homestay (standard, premium and deluxe) and private home accommodation and recommends a number of residences. On the teenager course students are accommodated in single ensuite study bedrooms in a building on the college campus, near to the classrooms and dining room. There are ten rooms per flat, each with a shared kitchen/common room.

### 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 school's stated goals, values and publicity. Aspects of quality assurance are handled well. *Student administration* and *Publicity* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. At all three centres the premises provide students and staff with a comfortable and professional environment for work and relaxation. A suitable range of resources is available, appropriate to the ages and needs of the students. *Premises and facilities* is an area of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context within the three centres. Teachers receive sufficient guidance from well-qualified managers to ensure that they support students effectively in their learning. Programmes are designed and managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides safe and secure environments for its students and excellent pastoral care. The accommodation is of a very good standard and is well managed. The leisure programme is extensive, well resourced and managed, and meets students' needs well. *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 good provision for the safeguarding of under 18s within the school, and in the leisure activities and the accommodation provided. The safeguarding policy is clear and comprehensive and staff are well trained to implement it. However, the policy's guidelines on safe recruitment were not always being followed.

### 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.	Met
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.	Met
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

M5 Systems for obtaining and recording feedback from students are thorough and effective. There is evidence that any problems are identified and addressed quickly; summaries of feedback inform future development and continuing professional development (CPD).

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.	Strength

### Comments

M10 At the start of the inspection there was a lack of evidence to demonstrate that the recruitment procedures, as set out in policies, had been carried out in full, or that records were up to date. For example, a non-standard qualification had not been investigated. However, evidence was provided during the inspection period to show that this is no longer a point to be addressed.

M13 There are very effective procedures in place to ensure CPD for all staff and to meet the development needs of the school. Some examples include: all staff have up-to-date safeguarding and Prevent training; first aid training is arranged for temporary staff on the teenager course; teachers benefit from an in-house programme of sessions; a teacher has recently been supported to gain a TEFLQ qualification.

<b>Student administration</b>	<b>Area of strength</b>
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.	Strength
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.	Strength
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.	Met

#### **Comments**

M14 Consistently good feedback from students suggests that customer service is delivered to a high standard; the student services team in the main school are accessible at all times in a room off the student common room.  
M15 The standard of information and advice given before and after arrival is very good. Heads of sales and marketing have relevant teaching qualifications and between them members of the team have a number of languages. The head of administration and the homestay accommodation manager are both ELT qualified and can give informed advice about courses to walk-in enquirers.  
M16 There is evidence that the staff who carry out enrolment, cancellation and refund procedures do so very efficiently, and flexibly where required. Sensitive issues relating to fees are handled face-to-face by an experienced member of staff.  
M19 The policies on student attendance and absence are detailed, practical and implemented consistently. The procedures for checking the absence of students aged under 18 on adult courses are very rigorous. Children on the family and teenagers programmes are well supervised.

<b>Publicity</b>	<b>Area of strength</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.	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.	Strength
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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

There is a website (the main medium) and separate brochures for adults and the family and teenager courses. Social media is also used. The brochures, together with relevant school policies, are available to download from the website.  
M24 The information about courses is comprehensive and very clearly presented in tabular form for easy comparison.  
M26 The description of the level of care and support given to all under 18s, particularly to those enrolled on adult courses, is detailed and helpful. On the website there are links to the information at a number of appropriate points.

M27 Information about each type of accommodation is comprehensive, accurate and attractively presented, with photographs and icons that enable comparison.

## 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.	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.	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.	Met

### Comments

P3 The provision for relaxation and the consumption of food is of a high standard. At the main school there are social areas on three floors, furnished with comfortable seating and small dining tables and chairs. Students on the family programme have an attractive common room with a games table. Students on the teenager course have use of the dining room and café and the extensive grounds with outdoor seating.

P4 The provision for meals at all three centres is of a good standard. At the main school there is a coffee bar selling drinks and snacks throughout the day, and students have a wide choice of retail outlets selling food in the immediate vicinity. The children on the family course who stay for the afternoon programme bring in a packed lunch which they eat under supervision. At the residential centre, three meals a day are provided in the dining room and students can buy drinks and snacks in the college café.

P5 Overall, this is a strength. At the main school and in the premises used for the family courses, the signs and noticeboards are informative, well organised and attractively presented. Information, for example about the leisure programme at the main school, is updated daily. The signs at the premises used by the teenager course are satisfactory (for example, signs to rooms and a photograph of the teacher outside each classroom), but because the common areas are shared with other users information specific to Francis King students cannot be displayed.

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.	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.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

P11 Students receive good guidance on their use of resources for independent study; students at the main school are given a Study Guide booklet on arrival which points them in the direction of resources they can draw on both in and outside the school.

## Teaching and learning

<b>Academic staff profile</b>	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
<b>Comments</b>	
<p>T2 One teacher has an ELT qualification which does not fully meet the Scheme requirements. A rationale was provided which is accepted within the context of this inspection. His ELT certificate meets the requirements for input and observed teaching practice, and he has had relevant teaching experience.</p> <p>T4 The academic management team profile is very good. All six members of the academic management team are TEFLQ and have extensive experience of the courses they are managing.</p>	
<b>Academic management</b>	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.	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
<b>Comments</b>	
All criteria in this area are fully met.	
<b>Course design and implementation</b>	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.	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.	Strength
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
<b>Comments</b>	
T14 On the teenager and family courses, projects and out-of-class activities are integrated well with lessons in order to further the development and practice of language skills.	
<b>Learner management</b>	Area of strength
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.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
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.	Strength

### Comments

T18 The procedures for evaluating, monitoring and recording students' progress are systematically carried out by teachers. There are regular tests and tutorials; students are encouraged to evaluate their own progress.

T19 There are good systems, led by academic managers but with teacher input, for assuring that students can change classes as necessary.

T20 A designated examinations officer guides adult students in their selection of examination training. Students on the family and teenager programmes are helped to register for an externally validated speaking examination; arrangements are made for the examination to take place in the school.

T22 A very good service is provided to adult students wishing to progress to further and higher education. An experienced member of the academic team provides support in finding and applying to colleges and universities.

### Classroom observation record

Number of teachers seen	23
Number of observations	23
Parts of programme(s) observed	All

### Comments

One of the academic managers was observed teaching a cover lesson in the main school.

<b>Teaching: classroom observation</b>	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.	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.	Met

### Comments

T23 Teachers generally provided an acceptable model of English and demonstrated a satisfactory knowledge of linguistic systems; in better lesson segments this was evident through, for example, using metalanguage appropriately, identifying parts of speech, marking stress on lexical items and noting phonemes.

T24 The content in nearly all lessons was appropriate. However, in the weaker segments it was not clear how individual and group needs and cultural backgrounds informed decisions about the materials and activities; there was little evidence of differentiation in action.

T25 Lessons were generally well staged and led to appropriate learning objectives. In better lessons, these objectives were made known to students in terms of outcomes and reviewed at the end of the lesson.

T26 Overall, a range of appropriate techniques was employed. Stronger segments included efficient elicitation and illustration of language, pair and group work practice. However, some lessons were very teacher-centred, with insufficient opportunity for student oral production.

T27 Overall, the management of the classroom environment and resources was satisfactory. For example, good use was made of the classroom space in lessons for younger students, with opportunities for movement. However, in the adult classes a limited range of resources was observed; although available, little use was made of the

technological resources to provide visual stimulation and illustration. In a number of segments a photocopied page from a coursebook was the sole resource, used in an unimaginative and non-personalised manner.

T28 Teachers monitored well and students received feedback on written exercises. However, although in some lessons attention was paid to the pronunciation of individual words, generally not enough attention was paid to the correction and improvement of students' connected speech.

T30 There was a purposeful and lively atmosphere in most classes. In better segments students were interacting well together and completing stimulating tasks. In weaker segments, high teacher talking time and less motivating tasks resulted in a lower degree of enthusiastic participation.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to unsatisfactory with the majority of segments being satisfactory. Teachers generally presented accurate models and demonstrated a satisfactory knowledge of the linguistic systems of English. In most cases, there was a logical sequencing of activities to achieve learning; however, in some segments there was little evidence of planning to meet specific objectives, to address different learning needs or anticipated problems. Overall, the deployment of resources and teaching techniques was appropriate, but some weaker segments were very teacher-dominated. The learning atmosphere in classes was generally positive.

### 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.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

### Comments

W3 Students were clear who they should approach for pastoral support. Students in the family programme were particularly well supported with assistants helping them in class, as well as supporting the teacher. There are well-trained activity/pastoral staff on the teenager courses.

W6 Very full pre-arrival transport information is provided to students and it was evident that the arrangements made by the school were extremely clear and effective and very responsive to unforeseen circumstances.

W8 There is excellent access to health care provision within the centres, with over half the staff first-aid trained, and very full information about access to health care outside the school/college.

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.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met

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.	Strength

#### Comments

W9 The standard of the accommodation sampled was good in standard homestays and exceptional in the premium and deluxe homestays and in the residence. The accommodation for the teenager course is of a high standard.

W11 The accommodation is visited initially and at least once every two years, and in a majority of cases annually, by an appropriate member of staff.

W12 The confirmation of homestay accommodation is unusually full and varied with a map, photos, a message from the host(s) and details of time and cost of travel. The confirmation for the residence is also very comprehensive.

W14 Very full information is provided to accommodation providers about what is expected of them, with advice and examples for filling in potentially difficult documents such as fire risk assessments.

W15 A number of meal plans are available to students in accommodation. In all cases the school gives very useful advice about well-balanced diets; it also provides a booklet with sample recipes.

#### 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 area are fully met.

#### Accommodation: other

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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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

#### Comments

W24 There is a very wide range of activities included in the leisure programmes, all of them wholly appropriate to the age and interests of students in the various courses and centres.

W25 The extensive leisure programme is well managed at the main school by the activity programme co-ordinator, assisted by other members of staff who help with promotion, bookings and payments. The teenager programme is run by the activity manager, supported by a team of activity leaders.

W26 Comprehensive risk assessments are distributed to staff leading activities who are also briefed by the activity programme co-ordinator and activity manager. These are amended and added to after each run of a particular activity.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	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.	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 in June, there were 11 students aged 16 and 17 in the adult programme and 53 students aged six to 15 in the family programme. In July on the teenager course there were 55 students; 25 per cent were in groups, with their own group leaders.

S1 The safeguarding policy contains all the required information in considerable detail and names the designated safeguarding leads and their deputies at each of the school's centres.

S2 The policy is widely circulated and ten of the staff have specialist training while the remainder have at least basic training.

S4 The procedures in the policy for the handling of delayed suitability checks had not been applied in all cases. The necessary measures were applied during the inspection when this was pointed out, so this is no longer a point to be addressed.

### 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	May 1989
Last full inspection	June 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a

Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Quest Professional – vocational training and employment agency
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Frances King School of English, Dublin

### Private sector

Date of foundation	1973
Ownership	Name of company: Rule Book Limited Company number: 737087
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 and not visited	126 Queens Gate, London SW7 5LE Occasionally as an overspill site.

### Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	112	130
Full-time ELT (15+ hours per week) aged 16–17 years	11 on family programme 27 on teenager course	30
Full-time ELT (15+ hours per week) aged under 16	53 on family programme 28 on teenager course	75
Part-time ELT aged 18 years and over	8	10
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>239</b>	<b>245</b>
Junior programmes: advertised minimum age	6 – family programme 12 – teenager course	6 – family programme 12 – teenager course
Junior programmes: advertised maximum age	16 – family programme 17 – teenager course	16 – family programme 17 – teenager course
Junior programmes: predominant nationalities	Italian, Turkish, Russian, Brazilian, Spanish, French, Armenian	Italian, Turkish, Russian, Brazilian, Spanish, French, Armenian, Japanese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	18–22
Adult programmes: typical length of stay	5.5 weeks	3 weeks
Adult programmes: predominant nationalities	Italian, Japanese, Brazilian, Korean, Russian, Saudi	Italian, Japanese, Korean, French, Russian, Saudi

### Staff profile

Staff profile	At inspection		In peak week (organisation's estimate)
	June	July	
Total number of teachers on eligible ELT courses	22	5	30
Number teaching ELT 20 hours and over a week	2	5	
Number teaching ELT under 19 hours a week	0	0	
Number of academic managers for eligible ELT courses	4	2	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	21	9	

Total number of support staff	7	Host college staff	
-------------------------------	---	--------------------	--

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6

#### Comments

These figures include the programmes manager and assistant programmes manager at the main school; the programme manager and the academic manager for the Family Programme; and the programme manager and the academic manager for the Teenager Programme. No academic managers were scheduled to teach at the time of the inspection.

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
	June	Teenager July
TEFLQ qualification	7	3
TEFLI qualification	14	2
Holding specialist qualifications only (specify)	0	0
Qualified teacher status only (QTS)	0	0
Teachers without appropriate ELT/TESOL qualification	1	0
Total	22	5

#### Comments

One teacher is included in both columns as he was teaching on the family programme in June and the teenager course in July.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)			
Types of accommodation	Adults	Under 18s	
		Family in June	Teenager in July
<i>Arranged by provider/agency</i>			
Homestay	8	4	0
Private home	1	N/a	0
Home tuition	N/a	N/a	0
Residential	18	N/a	54
Hotel/guesthouse	0	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	2	N/a	0
<i>Arranged by student/family/guardian</i>			
Staying with own family	0	58	1
Staying in privately rented rooms/flats	93	N/a	0
Overall totals adults/under 18s	122	62	55
Overall total adults + under 18s	239		