

Organisation name	Hilderstone College, Broadstairs
Inspection date	4–5 October 2022

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. However, evidence must be submitted within three months to demonstrate that weaknesses in S3 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Hilderstone College, Broadstairs 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 for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Hilderstone College was established in 1970 as part of the Kent County Council adult education service in Broadstairs with a brief to run cost-recoverable English language courses for overseas students. Teacher training courses were added in 1972, and pre-university induction courses in 1976. In 1993 Hilderstone College separated from Kent County Council and was incorporated as a specialist independent further education college. It has statutory charitable status and continues to run non-profit English language and teacher development courses. As the college receives no public funding, it is not required to undergo inspection by a public agency. However, it has its own board of governors.

This compliance-only inspection took place over two days. Inspectors held meetings with the principal/head of teaching, the deputy director of studies, the head of finance and administration, the head of marketing, the student services administrator, the enrolments officer, and the academic administrator. Focus groups were held with students and teachers. A meeting was held with group leaders. One inspector made virtual visits to three homestays.

Address of main site/head office

14–16 St Peter's Road, Broadstairs CT10 2JW

Description of sites visited/observed

The college is located in a residential area of Broadstairs, close to the railway station and 15 minutes' walk from the town centre and seafront. Its premises, all of which are owned by the college, consist of three, linked detached three-storey Victorian houses.

The main premises comprise a reception area, a common room with a snack bar which provides meals as well as snacks, a further common room, 14 classrooms, the multimedia resources and learning centre (MMLC), a staffroom, a staff workroom, the academic manager's and principal's office, and further offices for student services, marketing and accommodation. There is also a small room which can be used for private interviews or as a rest room for students who feel unwell. To the rear of the premises is a garden with seating and a fully equipped community theatre. Regular use is made of the theatre.

Broadstairs Adult Education Centre is also located in 14–16 St Peter's Road. The centre has a reception area on the ground floor of the college and shares communal areas and facilities, as well as a number of classrooms.

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 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 checked="" 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 college offers year-round courses in general English and general English with business English, courses leading to general English external examinations, pre-university courses, bespoke English courses for closed groups, one-to-one teaching, and teacher development courses (bespoke and open), which focus on both language development and classroom methodology. It is now also offering courses in general ELT for juniors.

Management profile

The principal/head of teaching reports to a board of governors that is joined by a staff representative; the other members of the management team are the deputy director of studies and the heads of marketing and finance and administration.

Accommodation profile

Hilderstone College uses around 70 homestays to provide accommodation, most of which are within 30 minutes' walk of the college. Most students stay in half-board homestay accommodation. Some hosts accept 16 and 17 year-olds.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively. Publicity is generally clear and accurate.

Premises and resources

The provision meets the section standard. The college buildings are generally in good condition. Classrooms are of sufficient size for the classes put in them and there is ample space for students and staff to work and relax. There is a very good range of teaching and learning resources and technology meets the needs of students and teachers.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile which is well matched to the context. Course design and learner management are very effective. Teachers receive good support, and overall courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are well met. Students benefit from well-managed student services, including leisure activities and suitable accommodation.

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 and in leisure activities and accommodation provided. The parental consent form does not make sufficiently clear that under 18s on adult courses may be unsupervised for large parts of the week.

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.	Met
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	

There is a clear statement describing the college's goals, values and mission, created in consultation with college staff and shared with staff and students through handbooks and policies. The structure of the ELT organisation is straightforward, communication is effective and staff felt very well informed. There are good systems in place to collect feedback from students both formally through initial and end-of-course reviews, and regular meetings and tutorials. Staff feedback is collected through appraisals and regular meetings; feedback is collated and analysed and there is evidence of action being taken. A detailed self-evaluation document is in place and up to date.

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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	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

A full range of human resources policies is in place, and available to staff on the college website, at induction and through the various handbooks. Job descriptions are in place for all members of staff and are reviewed annually as part of the performance and development review process. However, they did not refer to safeguarding roles at the time of the inspection; this was rectified during the inspection and is no longer a point to be addressed. Recruitment and induction procedures are good and staff records sampled had most of the required checks and documentary evidence. The continuing professional development record provides evidence of the college's commitment to developing staff and responding to their development needs.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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.	Met

Comments

Students commented very positively on the helpfulness and friendliness of all staff, and of the family atmosphere in the college. Pre-arrival advice and guidance is personalised and communication with prospective students and their parents and agents is thorough. The systems for enrolment, cancellation and refunds are appropriate and records of payment and course details are up to date. Absence and lateness policies and procedures are in place. Conditions under which a student may be asked to leave the college and the complaints procedure are clearly communicated to students and their sponsors.

Publicity	Met
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.	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.	Met

Comments

The prime medium for publicity is the website. A number of brochures can be downloaded from it and are also available in print. Several social media channels are also used.

Publicity is accurate and gives rise to realistic expectations. Information is presented in clear and accessible English and information on courses is well presented and easy to find. The description of accommodation is clear. All costs are given.

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.	Met
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.	Met

Comments

While the premises are not modern, they are clean and in reasonable condition. Students and teachers in the focus groups confirmed that it was a comfortable environment in which to study and work. A majority of classrooms were not large enough to hold the stated maximum number of students. It was clear, however, that group size was taken into account when allocating classrooms. There are excellent facilities in place for staff and students to relax. Signage is generally good, and exits are clearly signposted. Noticeboards contain all required information for staff and students.

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

There is a very good selection of learning resources for both students and teachers. They include a bank of in-house materials produced by teachers. Technology at the college is well maintained. There is a wide range of self-study material available for students in the multi-media learning resource centre and all students are introduced to the resources available at induction and in class sessions in the centre. Resources are constantly under review.

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.	Met

Comments

All members of the current teaching team have a Level 6 qualification and all are TEFLQ. The teaching team has a range of knowledge, experience and skills which is very well matched to the college and the students. The academic managers are TEFLQ with many years of relevant teaching and management experience.

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.	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

Teachers are matched appropriately to courses. Cover arrangements are good. The teacher focus group confirmed that management is available and supportive, and it was apparent that the academic management structure also encourages teachers to support each other. There are effective systems in place for the observation and monitoring of teachers' performance.

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.	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

Course design is based on a needs analysis of students and reviewed systematically in response to student and teacher feedback to ensure their needs are being met. Coursebooks and maps of books are used alongside teacher produced materials. Learning strategies are central to the students' learning experience, and are focused on in induction, during classes and through additional resources and homework.

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.	Met

Comments

Procedures for the placement of students and the monitoring of their progress are clear, effective and well managed. Ongoing assessment and support of students takes place throughout the course and details are recorded on a student monitoring system. All students receive reports, and advice regarding examinations and access to mainstream UK education is also available.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All types of course running at the time of the inspection.

Comments

The observations included all 12 teachers working at the time of the inspection together with the principal/head of teaching and the deputy director of studies.

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.	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' knowledge of English and its linguistic systems was good; there was, in particular, a well-informed and constructive emphasis on pronunciation in many classes.
T24 The content of lessons was in all cases closely linked to course objectives and to student needs and backgrounds.
T25 A section of the whiteboard in each classroom was labelled and reserved for learning outcomes and these were generally clearly expressed.

T26 A wide range of teaching techniques was seen. These included targeted questioning, elicitation, nomination, concept checking and good use of pairwork. However, in some classes there was insufficient use made of instruction checking questions.

T27 Whiteboards were already zoned in classrooms with sections reserved for learning outcomes and lesson stages. Teachers used the remaining section of the board well, particularly in the use of different colours. In some cases, their writing was rather small and not easily read from the back of the classroom.

T28 Clear feedback was given and while usually it was delayed until a suitable time after activities, occasionally it interrupted student flow.

T29 Well-chosen related short tasks were used to evaluate whether learning was taking place.

T30 Teachers were able to engage students across a wide range of class levels. There was, in all cases, a very good learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory overall against the criteria with the majority being very good. Teachers demonstrated sound grammatical awareness and provided clear models of the language. Lessons had been planned with clear knowledge of students and with their needs and interests in mind. The techniques used were appropriate, and resources were managed effectively. Teachers had given some thought to the evaluation of learning, gave useful feedback to learners and created a very positive learning atmosphere.

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.	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.	Met
W8 Students have access to adequate health care provision.	Met

Comments

The safety and security standards of students are well met. Students receive a high level of pastoral care from all staff. There are clear policies about tolerance and respect made known to students, as is information about aspects of life in the UK and health care provision.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Met
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.	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.	Met

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All the hosts inspected met all requirements. Homestays are re-inspected annually and both hosts and students receive appropriate information about what services are provided. Any homestay problems are dealt with promptly.	
<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 subsection 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 subsection 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.	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 experience and training.	Met
Comments	
The college gives information about local events through a variety of channels. The varied leisure programme activities are well organised and led by appropriately qualified and experienced staff.	

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.	Not 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 there were 29 under 18s studying on adult courses.

Hilderstone College has an appropriate safeguarding policy and all staff and homestay hosts receive suitable training. Although the parental consent form asks parents/guardians to give permission in a number of areas, the document does not make sufficiently clear that 16 and 17-year-olds on adult courses may be unsupervised for large parts of the week. There are appropriate references on file for almost all staff and homestay hosts. In one case, the reference did not refer to the person's suitability to work with under 18s. An amended reference was received shortly after the inspection, and 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	1989
Last full inspection	2017
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	Kent County Council Adult Education (evening) classes
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
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	N/a

Student profile

At inspection	In peak week: August (organisation's estimate)
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ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	51	95
Full-time ELT (15+ hours per week) aged 16–17 years	29	1
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	80	96
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–62	17–78
Adult programmes: typical length of stay	3 weeks	2–3 weeks
Adult programmes: predominant nationalities	German, Italian, Swiss, Saudi Arabian, Ukrainian	German, Icelandic, Saudi Arabian, Ukrainian, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	14
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	3	

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	
Deputy director of studies: taught 13.5 hours Principal/head of teaching: taught 4 hours.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	12
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	12
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	47	29
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	51	29
Overall total adults + under 18s	80	