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| Organisation name | Kaplan International English, Bath |
| Inspection date   | 11–12 September 2018               |

| <b>Section standards</b>   |     |
|--|-----|
| <b>Management</b><br>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><br>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><br>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><br>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><br>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 |

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| <b>Recommendation</b>                 |
| We recommend continued accreditation. |

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| <b>Summary statement</b>  |
| <p>The British Council inspected and accredited Kaplan International English, Bath in September 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic management, course design, learner management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

## Introduction

Kaplan International English (KIE) Bath is part of a global organisation of around 40 English language schools in the UK, Ireland, USA, Canada, Australia and New Zealand and is one of ten year-round schools in the UK.

The schools in the UK operate according to common policies and procedures established and managed by the senior management team in the Head Office (HO) in west London. Five months prior to this inspection, an inspection visit to the HO was carried out by two inspectors, one of whom was the co-inspector at this inspection. The visit to the HO gave the inspectors the opportunity to discuss various aspects of the organisation's development and operations with senior managers. This included information about centrally developed policies as well as an introduction to the in-house course materials. The centrally developed policies and procedures are for strategic and quality management, staff management and development, student administration, publicity, learning resources, academic management, course design, learner management, welfare and student services, and safeguarding. KIE produces its own teaching and learning materials, which form a core part of the design of nearly all of its English courses.

Almost all students at KIE Bath are recruited by the central sales office or by agents. The summer teens' programmes, which are accredited separately, and teens' closed groups (outside the summer) take place in separate premises. The principal is the academic manager for these courses, and there is a director of studies for the adult courses. At the time of the inspection there were two closed teens groups in the junior school and a group of students aged 40+ on the classic programme at the adult school.

The inspection took place over two days. The inspectors had meetings with the principal/academic manager (P/AM), the director of studies (DoS), the student services manager, the accommodation and welfare manager (AWM), the study centre manager, the assistant student services manager, who also manages the teens' social programme, and the social programme assistant manager. One inspector spoke online to the social programme manager, who was attending a course during the week of the inspection. Focus group meetings were held with teachers, group leaders and students. All teachers timetabled during the inspection were observed. One inspector visited three homestays and a residence.

## Address of main site/head office

5 Trim Street, Bath BA1 1HB

## Description of sites visited

Kaplan International Bath is located in the centre of Bath (Trim Street). The six classrooms, offices, student common room, study centre and teachers' room are spread over the four floors. There is an outside courtyard area with tables and chairs. The school has additional premises (30 Milsom Street, Bath BA1 1DG), a short walk from the main school and also in the city centre. The building is used for the school's teens' programme in the summer and for courses for closed schools' groups year round. The entrance is on the ground floor, and the reception area, six classrooms, student common room and teachers' room are located on the three upper floors.

| 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation)      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses)            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Other   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

## Comments

General English courses, run in the main school, include preparation for the IELTS test. Students can choose 15 or 21 hours of classes per week, with an optional 5.25 hours of access to study clubs and online self-access materials. Students aged 16 and 17 are accepted on adult courses. The classic programme for students aged 40+ is run three times a year. The general ELT for junior courses listed above refers to closed groups of teenagers, who are accepted year round, outside the summer months, in the Milsom Street premises. Many of these groups are studying in technical schools in their home countries and the courses include aspects of vocational training.

## Accommodation profile

The majority of students are accommodated in homestays with a few staying in a residence 10 minutes' walk from the school. The homestays are all within 50 minutes' walk or 35 minutes' bus ride of the school, and all are situated in similar residential areas. Adults have single rooms, while younger students, particularly those in groups, will usually share a room. All meals are provided for under 18s, while adults eat breakfast and evening meals with their hosts. All residential rooms are single and en suite. The residence has a common room, a gym and a laundry. One inspector visited the residence and three homestays.

## 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. Objectives are clear and the comprehensive review cycle incorporates multiple sources of reference. Communication is very good and professional development is encouraged. Student administration is managed effectively and efficiently. Publicity is generally clear and accurate. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A very good range of in-house and published learning resources is available, appropriate to the needs and ages of the students. Both staff and students receive very thorough and effective guidance in the use of these resources where needed. *Learning resources* 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 appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are well designed, structured and carefully managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students benefit from very well-managed student services, including a high standard of pastoral care and appropriate and well-organised leisure opportunities. Accommodation systems are efficient and effective, providing students with a very comfortable homestay and residential environment. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Provision for the safeguarding of students under the age of 18, both within the school and in the leisure activities and accommodation provided, is of a very good standard. Students are very well taken care of in every aspect of their stay in the school. *Safeguarding under 18s* is an area of strength.

## 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.   | Met              |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.   | Strength         |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.  | Strength         |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.              | Strength         |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Strength         |

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| 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.  | Strength                |
| <b>Comments</b>   |                         |
| M2 There is a very clear organisation plan, which covers six areas of development. The objectives are SMART, with achievable times set for completion. Many plans are already underway, and there is a regular review of their progress.  |                         |
| M3 Key members of management and staff have been in their current positions for considerable periods of time. Deputising roles are clearly set out in a separate organogram. At times when the P/AM is largely based in the teens' school, the day-to-day running of the adult school is managed by the DoS and other senior staff based there, with the P/AM always contactable if necessary.  |                         |
| M4 There are good lines of communication between head office (HO) and the school. Regular communications by video from HO are available live or as recordings for all staff to access. Heads of departments from all the schools have both face-to-face and online meetings. In school there are frequent formal meetings within and between departments. Open-door policies and shared office spaces ensure effective informal communication at all levels.                |                         |
| M5 Feedback from questionnaires at the beginning and end of courses is carefully collated, analysed and presented to relevant departments. Where actions are needed, the follow up is noted and progress of actions taken monitored. Staff have access to relevant feedback.  |                         |
| M7 The comprehensive and regular cross-company quality reviews and self-evaluations are informed by multiple sources, including student and staff feedback, feedback from inspections and internal audits.  |                         |
| <b>Staff management and development</b>   | <b>Area of strength</b> |
| M8 The provider implements appropriate human resources policies, which are made known to staff.   | Strength                |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.   | Met                     |
| M10 There are effective procedures for the recruitment and selection of all staff.  | Strength                |
| M11 There are effective induction procedures for all staff.   | 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.   | Strength                |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.   | Strength                |
| <b>Comments</b>   |                         |
| M8 Human resources (HR) policies and procedures are available to all staff in a comprehensive and user-friendly online HR system. All aspects of the terms and conditions of employment are covered. A single central register spreadsheet provides a comprehensive checklist of all data on staff, including qualifications, suitability checks and references.  |                         |
| M10 The recruitment policy and procedures are clear. Qualifications are carefully evaluated, and the staff records are complete and well ordered. In the case of long-serving staff, character references have been required recently in order to comply with the organisation's safer recruitment policy.  |                         |
| M12 There are clear procedures for monitoring and annual appraisals for all permanent staff. The annual performance review focuses on six key areas including competency, goals and development sections. Staff are encouraged to log their own development and training over the year. Capability procedures are in place to deal with unsatisfactory performance and, when necessary, personal improvement plans are implemented before disciplinary procedures commence. |                         |
| M13 There are company-wide spreadsheets with training records and plans. A wide range of training opportunities is available for all staff, managers and principals. Teachers have monthly professional development sessions and they can also attend the annual national teachers' day, with visiting and in-house presenters. Externally provided training courses for both academic and administrative staff are funded.   |                         |
| <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.  | 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  | Met                     |

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| to authorised staff.  |          |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Met      |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.          | Met      |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.                                | Strength |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.             | Met      |

#### Comments

M14 Staff are located in the reception areas at both schools, and available to answer any queries from students. Feedback from students confirms that staff are on hand to help and advise, whatever the query or concern.

Additional staff are recruited to assist at busier times as needed. Staff receive regular training on the use of the database and can retrieve information from it quickly and efficiently.

M15 Much of the advice and guidance given to students before they arrive is given by agents, who themselves receive training in Kaplan products, or by the sales and marketing teams in the wider organisation. Pre-course information is available in 16 languages. Any walk-ins or enquiries made directly to the school are dealt with by the experienced administration staff. During their stay, students receive advice during their individual tutorials and also from one of the teachers who has a specific advisory role.

M20 During induction the conditions and procedures under which a student may be asked to leave the course are made clear. Posters throughout the school ensure students are aware of inappropriate behaviour and it was clear that students were familiar with the conditions and procedures.

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| <b>Publicity</b>   | 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.   | 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.                    | 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 organisation's publicity materials are produced and co-ordinated by a marketing team at HO and comprise a website and printed brochure (with an accompanying *Prices, dates and terms and conditions* supplement), as well as pages on social media.

M24 There is a clear and comprehensive description of all the courses with all required information provided.

### Premises and resources

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| <b>Premises and facilities</b>   | 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.                                       | 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      |

| <b>Comments</b>   |                         |
|---|-------------------------|
| P3 Both premises have a student lounge. However, the lounge in Milsom Street is not always large enough to allow all the students to eat their packed lunches there and when this is the case a classroom has to be used. |                         |
| P5 Signage in both buildings is very clear. Noticeboards are smart and hold useful and up-to-date information.  |                         |
| <b>Learning resources</b>   | <b>Area of strength</b> |
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.   | Strength                |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.   | Strength                |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.            | Strength                |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.  | Strength                |
| 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.   | Strength                |

| <b>Comments</b>   |  |
|---|--|
| P7 The in-house materials include coursebooks at all levels, support materials, online and self-study resources. There are specific resources for the teens' courses. The content is appropriate to the needs and interests of the students.  |  |
| P8 Teachers have access to a wide range of materials, including the teachers' books and the interactive whiteboard (IWB) files which accompany the in-house coursebooks. Supplementary materials and coursebooks are well organised and easily accessible in the teachers' rooms.   |  |
| P9 Teachers receive good training in the use of the IWBs which are found in every classroom. Students have access to computers and tablets in the study centre. Technical support is provided by the head office IT team, either remotely or in-school, when the technically trained senior teacher is unable to correct problems.  |  |
| P10 Facilities for independent learning are of a high standard. They comprise the well-resourced study centre and the online self-study materials, which are an integral part of the course.  |  |
| P11 Students receive guidance in the use of the study centre and the virtual learning environment (VLE) during their induction. A senior teacher is available at set times in the morning and afternoon in the study centre to give further guidance. Teachers set homework from the VLE and individual study plans include further VLE suggestions.  |  |
| P12 Policies for the review and development of resources are led by the HO team. Coursebooks at some levels have already been revised and edited and the remaining levels are currently undergoing the review process. Teenage materials and resources are currently being revised in line with the new course design. Teachers are asked to report any errors in the materials and are free to make suggestions. |  |

## Teaching and learning

| <b>Academic staff profile</b>   |          |
|---|----------|
| 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>   |  |
|---|--|
| T4 The P/AM, the study centre manager and the senior teacher manage all the teens' programmes. They are both TEFLQ and very experienced in teaching and managing young learner courses. The DoS and the other senior teacher, who are both TEFLQ, manage the adult courses and the study centre respectively. Both are very experienced in these roles. |  |

| <b>Academic management</b>   | <b>Area of strength</b> |
|--|-------------------------|
| T5 Teachers are matched appropriately to courses.  | Met                     |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, | Strength                |

|  |          |
|--|----------|
| courses and classrooms.  |          |
| 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.                             | Strength |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Strength |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.            | Strength |

### Comments

T6 Courses across two centres, the frequency of large groups and the brevity of their courses, and the different classroom capacities all combine to make timetabling extremely complex. The process is managed very efficiently and effectively by the academic management team in order to meet the needs of both students and teachers.

T7 Teachers on part-time timetables are often available for cover work but, if they are not, a member of the academic management team who is not scheduled to teach is available.

T8 Except on short closed-group courses, the learning week starts on a Tuesday. Teachers receive guidance in the teachers' books, and the in-house materials' spiral curriculum ensures frequent recycling of language and skills learned. Teachers advise students in the use of the VLE if they need extra input into a particular language area.

T9 At both centres, there is a member of the academic management team on hand to offer advice and guidance, and teachers reported that they feel very well supported. There are weekly meetings which provide the opportunity to share ideas, as well as regular monthly in-house training sessions.

T10 Permanent teachers are observed twice a year. Temporary teachers are observed soon after they start and as frequently as needed. The feedback is thorough and includes joint planning to draw up an action plan. Observations are regarded by teachers as helpful and developmental.

| Course design and implementation   | Area of strength |
|--|------------------|
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.                                       | Strength         |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.  | Strength         |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.  | Met              |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | N/a              |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.   | Strength         |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.                          | Strength         |

### Comments

T11 Principles are clearly stated in the KIE global curriculum and in the teachers' handbook. The course structure is laid out clearly in the teachers' books, which accompany the coursebooks. For closed groups, courses are designed to suit the needs of the particular group.

T12 The in-house materials are under constant review and some of the levels have been revised already, with others due. The teens' course is currently being redesigned. The school, in response to student needs and requests, chooses the elective classes and the study club options.

T15 Independent learning is an integral part of the package of KIE materials, especially the online materials, which students work on in their own time and can also choose to access after they leave the course. Individual study plans, discussed during tutorials, help students to focus on their learning needs and to develop their independent learning strategies.

T16 The in-house materials contain a repeated theme of real world English, linking classwork to students' lives outside the classroom. Study clubs allow students to practise language useful outside the classroom, for example in the host family. The social programme and lessons are closely linked on closed group courses. Vocational elements on teens' courses develop the specific skills needed in English for their future world of work.

| <b>Learner management</b>   | <b>Area of strength</b> |
|---|-------------------------|
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age.                         | Strength                |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress.                                       | Strength                |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary.                             | Strength                |
| 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**

T17 Most students take the online, in-house (KITE) placement test on arrival. Students enrolled for only a week are encouraged to take this test before they arrive. Class placement is based on the results of the test, with the addition of oral and written components. Needs are also assessed during the oral interview and teachers are informed of these before the student joins the class.

T18 A newly developed in-house progress test is now in use. Progress is linked to the score obtained in the placement test and there is an individual review of progress through tutorials.

T19 All students have access to the online learning tools and teachers direct them to areas where extra practice is needed. Their needs and requests to move level can be assessed by their score in the online test.

#### **Classroom observation record**

|                                |  |
|--------------------------------|--|
| Number of teachers seen        | 9  |
| Number of observations         | 9  |
| Parts of programme(s) observed | General English, including electives on adult courses, and closed teens' programmes. |

#### **Comments**

None.

| <b>Teaching: classroom observation</b>  | <b>Met</b> |
|---|------------|
| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Met        |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.                                | Strength   |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.  | Met        |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.   | 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**

T24 Teachers planned with the needs of the individuals and the classes in mind, and the content was generally very appropriate and of interest to all classes, including the teens and 40+ groups.

T25 Activities were well staged and the learning outcomes were made known to students at the beginning of the lesson and also on noticeboards in the classrooms.

T26 The teaching techniques were suited to the needs of the class. These included competitive games in the teens' classes, study skills practice and effective elicitation of vocabulary and language.

T27 Teachers used the IWBs effectively. Teachers regularly re-grouped students so as to vary the interaction patterns and instructions were generally clear.

T28 Students were encouraged with positive comments. However, opportunities to correct were often missed,

particularly in the area of pronunciation.

T30 In most cases students were engaged and studying in a positive atmosphere. In weaker segments students were not involved and often talked to one another in their own language.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to less than satisfactory, with the majority being satisfactory. Teachers had a sound knowledge of the English language and had a good understanding of their students' needs. Activities were well staged and appropriate teaching techniques were used. The classroom was effectively managed and positive comments encouraged student, although opportunities to correct were often missed. Generally students were engaged and enjoyed learning in a positive atmosphere.

### Welfare and student services

| Care of students   | Area of strength |
|--|------------------|
| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.   | Strength         |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.  | 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.  | Strength         |
| 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

W1 Regular external and internal risk assessments are carried out in both buildings. New students are shown the muster locations during their induction walk. Members of staff are trained in fire marshal duties. There are appropriate protected entry and security measures in place in both premises.

W3 Excellent pastoral care is provided at all levels of the school's operation, with the accommodation and welfare manager (AWM) the named and very active lead. Under 18s in the adult school and those in closed groups are given special attention with regular meetings with the pastoral lead to check their wellbeing.

W4 There are effective policies available for staff, homestay hosts and students for promoting tolerance and respect. Information is available in handbooks and there are visually informative posters on noticeboards. The school has an active Prevent policy which is presented to all students as part of their induction.

W7 Full information and advice is given to students before they arrive in the excellent Bath departure guide, during their inductions and in handbooks. The information is clearly presented and the use of visuals ensures students with lower levels of English can access it.

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

|   |          |
|---|----------|
| account any reasonable dietary requirements students may have.  |          |
| <b>Comments</b>   |          |
| <p>W9 All the homestays visited and the recently refurbished residence provide a high standard of comfort, with spacious and appropriately furnished bedrooms. Hosts are caring and invariably treat students as part of the family.</p> <p>W11 Initial and follow-up visits check all aspects of homestay safety and comfort, including fire risk assessments and Gas Safe certificates. The AWM's assistant is a homestay host. Student feedback is followed up in depth. The AWM's long experience in this role and her assistant's experience as a host combine with the detailed records of visits and student feedback to ensure appropriate placement of students with hosts.</p> <p>W13 Very effective procedures are in place for identifying and resolving any problems students may have. Students complete feedback at the end of their first week and a record of action taken is kept on the accommodation database.</p> <p>W14 There is a detailed and attractively presented homestay handbook, which gives practical information on requirements. There is an additional hosting agreement which is sent to and signed by all homestay hosts. It provides a comprehensive list of terms and conditions and describes rules and requirements, including DBS checks, Gas Safe checks, fire safety, Prevent and safeguarding.</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      |
| <b>Comments</b>   |          |
| 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      |
| <b>Comments</b>   |          |
| All criteria in this area are fully met.  |          |
| <b>Leisure opportunities</b>  |          |
| 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.   | 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      |
| <b>Comments</b>   |          |
| <p>W23 Students are kept well informed about social, cultural and other events. There is a large noticeboard in the common room displaying well-presented notices about all the weekly events available both on the social programme and in the local and surrounding areas. The school takes great care to ensure that the social programme is integrated with both the classroom and the homestay experience, in order to enhance students' experience of staying in the UK.</p> <p>W24 When planning the leisure programme, account is invariably taken of students' age and interests. Evidence of this is seen, above all, in the 40+ classic programme and in the teens closed groups, particularly those designed for vocational students.</p> <p>W25 Teachers on the teens closed group courses help with the low season leisure programme. All trips and activities are accompanied by informative leaflets given to students which include questions to ask local people and their homestay hosts.</p> <p>W26 Comprehensive risk assessments written for all activities and trips cover under 18s' free time. They are seen</p>   |          |

by activity leaders who take them with them on trips and provide feedback where appropriate.

### Safeguarding under 18s

| Safeguarding under 18s  | Area of strength |
|---|------------------|
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | 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.  | 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.  | Met              |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.  | Strength         |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.  | Strength         |
| 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 three under 18s in the adult school and 45 under 18s studying at Milsom Street. Closed groups of under 18s are accepted at all times of the year. Individuals are also accepted during the summer. There have been 20 teen groups in the school since the beginning of 2018. All under 18s are accommodated in homestays.

S2 The safeguarding policy is made known to all staff, both through documentation and through their safeguarding training. Students have a simplified summary in their welcome guide. Homestay hosts receive a copy and have to sign to say they have read and understood it. All staff complete basic training, and homestay hosts are encouraged to do online basic training. Safeguarding leads have received specialist training.

S5 There are specific risk assessments for both closed groups and individual under 18s sharing the premises with adults. Effective measures are in place to minimise the identified risks. Special social programmes are arranged for the groups. On activities, any under 18s are adequately supervised and are always accompanied by experienced leaders from the school, as well as any group leaders who come with the groups.

S6 Rules, including curfew times, are clear about what students may and may not do outside scheduled lessons and activities and are known to all staff, students and homestay hosts. Many hosts provide transport to and from the bus or coach station on excursion days. Other students, if over 14, always travel on public transport in pairs. Where hosts of under 14s do not provide transport, taxis are used.

#### 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 (as International House Bath - member of the WELS Group)  |
| Last full inspection  | 2014   |
| 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 | Teens summer programme (accredited separately as part of a multi-centre); Bath School of Philosophy 19:00–21:00 twice a week in term time. |
| Other related accredited schools/centres/affiliates               | Kaplan UK schools: Leicester Square, Covent Garden, Bournemouth, Cambridge, Edinburgh, Oxford, Manchester, Torquay and Liverpool.          |
| Other related non-accredited schools/centres/affiliates           | N/a  |

## Private sector

|                                |   |
|--------------------------------|---|
| Date of foundation             | 1997 (as International House Bath - member of the WELS Group) |
| Ownership                      | Name of company: Kaplan, Inc<br>Company number: 2162156       |
| 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 | Bath Royal Literary and Scientific Institution, 16–18 Queen Square, Bath BA1 2HN<br>Used for placement testing and induction of new adult students on occasional high-intake Mondays. |

## Student profile

|  | At inspection          | In peak week: July<br>(organisation's estimate)   |
|--|------------------------|---|
| <b>ELT/ESOL students</b> (eligible courses)          | At inspection          | In peak week  |
| Full-time ELT (15+ hours per week) 18 years and over | 37                     | 120   |
| Full-time ELT (15+ hours per week) aged 16–17 years  | 42                     | 20  |
| Full-time ELT (15+ hours per week) aged under 16     | 6                      | 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   |
| <b>Overall total</b> ELT/ESOL students shown above   | <b>85</b>              | <b>140</b>  |
| Junior programmes: advertised minimum age            | 12                     | N/a   |
| Junior programmes: advertised maximum age            | 18                     | N/a   |
| Junior programmes: predominant nationalities         | Italian                | N/a   |
| Adult programmes: advertised minimum age             | 16                     | 16  |
| Adult programmes: typical age range                  | 17–73                  | 16–75   |
| Adult programmes: typical length of stay             | 4 weeks                | 3 weeks   |
| Adult programmes: predominant nationalities          | Saudi Arabian, Chinese | Saudi Arabian, Omani, Chinese, Kuwaiti, Italian, Spanish, Brazilian, Japanese, Swiss, Colombian, French |

## Staff profile

|  | At inspection | In peak week<br>(organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 7             | 9   |

|  |   |   |
|--|---|---|
| Number teaching ELT 20 hours and over a week   | 3 |   |
| Number teaching ELT under 19 hours a week  | 4 |   |
| Number of academic managers for eligible ELT courses   | 4 | 4 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 6 |   |
| Total number of support staff  | 0 |   |

### Academic manager qualifications profile

| Profile at inspection  |                             |  |
|--|-----------------------------|--|
| Professional qualifications  | Number of academic managers |  |
| TEFLQ qualification  | 4                           |  |
| Academic managers without TEFLQ qualification or three years relevant experience                                   | 0                           |  |
| Total  | 4                           |  |
| Comments   |                             |  |
| The P/AM and the DoS were not scheduled to teach. The two senior teachers were scheduled to teach 22.5 hours each. |                             |  |

### Teacher qualifications profile

| Profile in week of inspection                        |                    |  |
|--|--------------------|--|
| Professional qualifications                          | Number of teachers |  |
| TEFLQ qualification                                  | 1                  |  |
| TEFLI qualification                                  | 6                  |  |
| Holding specialist qualifications only (specify)     | 0                  |  |
| Qualified teacher status only (QTS)                  | 0                  |  |
| Teachers without appropriate ELT/TESOL qualification | 0                  |  |
| Total  | 7                  |  |
| 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  | 27     | 48        |
| Private home  | 1      | 0         |
| Home tuition  | 0      | 0         |
| Residential   | 3      | 0         |
| Hotel/guesthouse  | 0      | 0         |
| Independent self-catering e.g. flats, bedsits, student houses                           | 0      | 0         |
| <i>Arranged by student/family/guardian</i>  |        |           |
| Staying with own family   | 0      | 0         |
| Staying in privately rented rooms/flats   | 6      | 0         |
|   |        |           |
| Overall totals adults/under 18s   | 37     | 48        |
| Overall total adults + under 18s  | 85     |           |