Inspection report

Organisation name	Kaplan International English, Bournemouth
Inspection date	8–10 August 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Kaplan International English, Bournemouth in August 2017.

The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1982 (as Anglo-world)
Last full inspection	2013
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	N/a
Other related accredited schools/centres/affiliates	Kaplan International English schools in Bath, Cambridge, Edinburgh, Oxford, Liverpool, London (2) Manchester, Torquay and Salisbury. Kaplan International Junior Centres.
Other related non-accredited schools/centres/affiliates	Kaplan International English schools in Australia, Canada, Ireland, Malta, New Zealand, Singapore and the USA. Kaplan International Pathways to University-foundation and pre-masters programme.

Private sector

Date of foundation	1987 (incorporated)
Ownership	Aspect International Language Academies Ltd. Company number: 02162156
Other accreditation/inspection	ISI

Premises profile

Address of main site	130–136 Poole Road, Bournemouth BH4 9EF
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is located in a four-storey building in the centre of Westbourne, a suburb of Bournemouth. There is a car park for staff use in the basement. On the ground floor there is a reception area, four offices, a classroom, and a common room and games room for students. At this level there is a garden patio for student use. The first floor has ten classrooms, a quiet room and a teachers' book (resources) room. On the second floor there are seven classrooms, an office, a structured study centre, an IT centre, a staffroom and a second book room. On the third floor there is a staffroom and an office for the director of studies; there is a flat roof terrace leading from these rooms. There are small kitchens on the ground and third floor. There is a lift from the basement to the second floor. The school now has sole use of the premises; the Kaplan Pathways to University programme has relocated to Bournemouth University.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	422	424
Full-time ELT (15+ hours per week) aged 16–17 years	58	61

Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**480**	**485**
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	20-25	16-17
Adult programmes: typical length of stay	4 weeks	3–4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Italian Spanish, Kuwaiti	Saudi Arabian, Kuwaiti
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	225	38

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	27	27
Number teaching ELT 20 hours and over a week	24	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	2
Comments	

The director of studies (DoS) was not scheduled to teach during the inspection, but was on the cover rota for three hours each day. The senior teacher was scheduled to teach for four hours each day and was on the cover rota for three hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	21

Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	27
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☒	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

Kaplan International English, Bournemouth enrols 16–17 year-olds on adult courses.

There are three course types: intensive general English, general English, and vacation English. All three courses have a general English component of 15 hours a week. The majority of students follow the intensive general English course.

The intensive general English course has an additional six hours of specific skills lessons/electives a week, a structured study online programme which supports the core syllabus, and extra online learning materials for self-directed study. Students also have access to extra teacher-led study clubs. The electives include general English skills practice, IELTS preparation, business, and Content and Language Integrated Learning (CLIL) teacher development courses.

The general English course also has an additional structured study online programme and extra online learning materials for self-directed study. Students have access to extra teacher-led study clubs but are not entitled to attend electives.

The vacation course offers a limited structured study online programme, but students do not have access to electives or study clubs.

One-to-one courses are offered.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	169	53
Private home	N/a	N/a
Home tuition	N/a	N/a

Residential	201	N/a
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	0	5
Staying in privately rented rooms/flats	52	N/a
Overall totals adults/under 18s	422	58
Overall total adults + under 18s	480	

Introduction

Kaplan, Inc. is an American company providing higher education programmes and other training for all levels of education throughout the English-speaking world. Kaplan International English has ten year-round schools in the UK and over thirty world-wide.

The UK schools all follow the policies and procedures established and managed by the senior management team based at the head office in London.

The inspection lasted two and a half days and a part day. The inspectors had meetings with the principal, the DoS, the senior teacher, the student services manager, the welfare and accommodation manager and the social programme manager. All teachers timetabled during the inspection were observed, except one who was absent due to illness. Two focus group meetings were held with students, one for adult students and one with students under 18. Focus group meetings were held with teachers at two different times of the day. One inspector visited three homestays and one residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒
Comments	

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☐	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	
Comments					

M2 All schools are managed and supported by the central management team, which deals with operations, academic management, student services, welfare and accommodation, leisure and compliance. The Bournemouth

management structure is clear and there is a contingency plan in place, which clarifies who will cover in the case of absence.

M4 School staff spoke very highly of the informal channels of communication within the school and appreciated the fact that all managers are approachable and responsive. In the school there are regular scheduled meetings for teachers and for all departments. These are minuted and action points are noted. Weekly operations meetings for all administrative staff give them the opportunity to share information and gain an understanding of the school as a whole. Communication between the school and head office is excellent, with visits from the head office team and meetings arranged for academic and administrative managers to exchange ideas and discuss problems they have encountered. All the UK school principals are also linked to the Kaplan chief executive officer in the USA and quarterly video conferences are held. Staff confirmed that they felt well informed about the London head office and the world-organisation.

M5 The policies and procedures developed and managed by head office HR staff provide detailed, appropriate and systematic guidelines on best practice.

M7 Induction procedures are in place for all staff with clear and thorough check lists for administrative and teaching staff; these focus on the practical skills that staff require to become effective members of the team. Initial inductions for teachers are followed up by further detailed checks after two weeks.

M8 There is a formal annual performance appraisal process conducted by line managers. The process begins with staff self-evaluation where the emphasis is on reflection and evaluation of achievements, progress and performance, with a view to setting goals and identifying training needs. In discussion with the appraiser a personal development plan is agreed. Student feedback is also considered when monitoring staff. In the case of unsatisfactory performance staff are initially very well supported and helped to develop a personal improvement plan. If the performance remains unsatisfactory, disciplinary action is taken. Teachers are formally observed every year.

M9 The Kaplan organisation places great importance on training for all staff. Any staff member who wishes to improve their qualifications or attend external events is supported. Managers have recently received training in the areas of human resources and information technology and the accommodation manager has attended a year-long Kaplan management and leadership programme. A scheme of work shadowing gives staff the opportunity to understand and learn from each other. Teachers who want to follow a diploma-level ELT course are supported financially.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 Bournemouth staff work closely with staff in head office, who process initial applications and enrolments. The full-time student services manager and her assistant are able to handle the volume of work efficiently and sensitively. In the summer peak period a second assistant is employed. Students go to reception on arrival and are welcomed by the friendly and courteous student services assistants. The student services manager has a separate office near the reception area and sees new students to register them on the database and support them with visa, financial and police registration matters. An additional member of staff has responsibility for ensuring that the administration for sponsored students from the Middle East is carried out efficiently.

M11 The Kaplan worldwide sales and marketing team have a network of sales offices where potential students are given detailed information and advice. The Bournemouth student services manager and her assistants are regularly updated by head office staff and able to give students the information they require before and during the course. The DoS gives students advice about which electives would be most useful for them to attend.

M13 Full and up-to-date student records are held electronically and on paper. Next of kin details include the relationship of the contact to the student and whether or not they speak English. Records are accessible to senior staff in Bournemouth and in head office.

M14 All students are expected to attend 100 per cent of their classes. The attendance and punctuality policy is introduced to students on arrival; it forms part of the registration form and is highlighted by the student services manager. At induction the policy is again emphasised. Absences are followed up after two days and after the first lesson for 16 and 17 year-olds. Individual student attendance is recorded on the database. A 15-minute punctuality rule is adhered to by teachers. Students confirmed that they understood the attendance and punctuality rules.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M17 The central compliance and accreditation team is responsible for maintaining a consistent level of quality assurance across the organisation and co-ordinating the on-going review process. There are monthly compliance and monitoring checks and an annual school audit is carried out. Since 2013 the database has been updated with new systems for operations and human resources, and a new website has been developed. The school's weekly operations meeting attended by staff from all departments provides opportunities to review systems and processes.
M18 Student feedback is obtained throughout a student's stay in the school, beginning with oral feedback on day one at induction. Every Friday teachers ask students about their learning experience in the week and then report back to the principal and DoS. A formal online questionnaire focusing on teaching is given to students every five weeks. The results are collated and analysed by the academic operations manager in head office and then sent to the DoS to take action if necessary. Student representatives meet monthly to give oral feedback based on discussions with their classmates and tutorials give further opportunities to provide feedback. A paper-based exit questionnaire is given and collated centrally. Students reported that staff were very approachable and they felt they could give feedback at any time.
M19 A formal online staff survey was conducted last year. Staff meetings and appraisals also provide staff with opportunities to give feedback to their line managers. All staff are most appreciative of the accessibility and responsiveness of the senior staff and the fact that any informal feedback they give is taken note of and acted upon where possible.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☒	☐	☐	☒	
M23 Course descriptions	☐	☒	☐	☒	
M24 Course information	☐	☒	N/a	☒	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

The Kaplan publicity materials are produced and co-ordinated by the marketing team at head office and comprise a new website (2014) and a printed brochure, which is produced each year. The brochure gives information about all the International English schools in the UK and abroad, while the separate websites for each school give comprehensive details about the courses and facilities. Social media sites provide current information about the school.
M21 The language used is generally clear and accurate; however, some descriptive language is not accessible to non-native speakers. Translations in six languages are provided by Kaplan head office staff.
M22 Publicity material gives a realistic representation of the school and its facilities, but some claims relating to student progress cannot be substantiated, for example 'you will be given the tools to become a confident English speaker in every aspect of life'. A reference in the brochure to a student library is misleading as there is only a small collection of books in the study centre.
M23 There is very clear information about each course type, together with a chart of the levels offered and a

comparison with the Common European Framework of Reference (CEFR) and other testing bodies.
M24 This criterion is met; however, the information about taught hours is not presented consistently across all the publicity. Under the courses tab on the website the taught hours are stated clearly, but on the home page under the heading 'available courses at this school', the taught hours are inaccurate as the number of lessons is given under the taught hours heading e.g. 20 hours instead of 20 lessons of 45 minutes (15 hrs). In the brochure the number of lessons per week is stated and the length of lessons is given, but the two pieces of information are not placed near each other, making it difficult for students to work out the exact number of taught hours.
M28 Teachers are described as being 'fully qualified' and 'experienced'. This was not accurate at the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management procedures are effective and communication within the school and with the central management team is very good. Student administration works to the benefit of the students. Quality assurance is taken very seriously and feedback from students and staff is analysed carefully and action taken when necessary. Publicity materials are generally clear, accurate and accessible, but in a few areas there is incorrect or misleading information. *Staff management, Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☐	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments

R2 The premises are in a good state of repair and all interior areas have been redecorated recently.
R4 There is a spacious and attractive common room for students and a patio garden area with seating. Near the school there are shops, cafés and restaurants where students can buy lunch and snacks. There is also a kitchen for students.
R5 The signage is very clear and noticeboards in classrooms and in communal areas are visually attractive, informative and up to date.
R6 Staff have a room with two separate areas; one for preparation and marking and the other with comfortable seating for relaxation. Teachers have individual lockers.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☒	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☒	☒	

Comments

R7 All Kaplan International English schools use their own series of coursebooks at all levels of general English. Each book contains work for two weeks and there are five books for each level, providing a framework based on a ten-week cycle. Teachers use supplementary materials from other coursebooks; they also produce their own materials for students. For the one-hour skills-based elective classes students are given relevant handouts and

worksheets selected by the teacher. Graded readers, and online materials, which are closely linked to the coursebooks, are available in the structured study centre. Students can put an app on their phones to access the online materials.

R8 Two well-stocked and well-organised book rooms on different floors provide teachers with the coursebooks they need and a wide selection of other published material. Teachers can also access the coursebooks and teachers' books online. Staff were very satisfied with the range of resources available. Both book rooms have photocopiers and there are an additional three in other parts of the school.

R9 All but one small classroom have interactive white boards (IWBs), two of which have been upgraded to a new system which transforms a standard whiteboard or wall into an IWB, making a larger space available for projection. Teachers have IWB training at induction and in continuing professional development (CPD) sessions. There are 12 laptops available for students in the structured study centre; teachers can also use them in class. There are 17 PCs in the IT centre and 16 PCs and a laptop in the teachers' room. Technological support is provided by a member of the Kaplan Pathways team based in Bournemouth University, which is a short distance from the school. Teachers reported that problems were always solved in a timely manner.

R10 The structured study centre provides a wealth of Kaplan online materials which include exercises directly related to the coursebook theme for each week. Students on the intensive and general English courses can also access additional materials at any level. There are graded readers and DVDs which can be borrowed, and some ELT reference books.

R11 Students have a study centre induction and hard copy guidelines are also available. The school has two study centre managers; one works for an hour in the morning and the other for an hour in the afternoon. They can advise and support students using the online materials, and they provide 45-minute morning or afternoon study clubs, which offer extra support in a different area each day of the week. These include IELTS speaking practice, conversation and online learning.

R12 There is an on-going review process of the Kaplan materials. An advanced coursebook has recently been produced. Teachers were involved in trialling the material, and their feedback and that of the students was taken into consideration. Any proposed new materials are reviewed throughout the writing process by staff and students.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The environment is very appropriate for staff and students. The staffroom and student common room are pleasant, spacious areas. The learning resources, particularly the Kaplan coursebooks and online resources, which are systematically reviewed, enhance the studies of students. The structured study centre provides an area where students can study independently. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☒	☐	N/a	☒	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☐	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 Ten of the 27 teachers do not have a Level 6 qualification. The high number of teachers without the required level of education means that this criterion is not met.

T2 Two teachers do not have ELT qualifications that meet Scheme requirements.

T3 The rationales supplied were accepted in the context of this inspection. Teacher A has completed an online TEFL course, has three years' experience and is now following a diploma-level course. Teacher B has 18 years' experience teaching English and Spanish in the UK and abroad. She has an in-service TEFL qualification for overseas teachers of English.

T4 The DoS and the senior teacher both have diploma-level qualifications and substantial teaching experience in the UK and overseas. They have also held posts as academic managers before joining Kaplan.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
T7 Timetabling	☐	☒	☒	☒	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T6 Teachers are matched appropriately to courses with their preferences being taken into account. They are encouraged to extend their experience of different levels and course types; for example, several teachers have completed online IELTS training. New teachers are supported by more experienced colleagues.

T7 Because new students join the school every Monday timetabling is complex and a new timetable has to be prepared each week. Teachers and students are notified in advance of new students joining classes and of any room changes. This process is carried out very efficiently.

T8 For every time slot, possible cover teachers are named on the timetable.

T9 Continuous enrolment is managed exceptionally well. Teachers receive detailed information about new students joining their class, including placement test scores and a needs analysis. On a Monday on-going classes are used for review, consolidation and progress testing. New students are allocated their classes on a Monday and have an induction; they join the class on a Tuesday when new topics and language work are introduced. The Kaplan books support continuous enrolment as they are based on a cyclical curriculum with built-in revision activities. Teachers monitor new students closely and when appropriate suggest they use the online materials from lower level books for extra practice.

T10 Teachers are very well supported by the DoS and senior teacher. In the two teacher focus group meetings it was clear that teachers appreciate the suggestions and advice they are given. Teachers are paid to take part in peer observation four times a year and paid CPD sessions are held monthly. Twice a month during teachers' meetings topics for a 'focused fortnight' are introduced. These have been very practical TEFL sessions including topics such as 'varying error techniques', 'experimenting with classroom layout' and 'incorporating pronunciation'. After the two weeks teachers reflect, discuss and share their experiences. Kaplan teachers attend an annual conference and also have the opportunity to contribute to the preparation of material for the Kaplan coursebooks. ELT magazines and journals are available for reference.

T11 Observations are carried out by the DoS and the senior teacher, who are both TEFLQ. New teachers are observed in their first three weeks with follow-up observations if necessary. After the probationary period teachers are observed twice a year. The approach to lesson observation is very well thought out. Post observation, students are asked to give feedback on the lesson. Oral and written feedback is usually given to the teacher the following day. Performance monitoring through annual appraisals is linked to the observations.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☐	☐	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 The Kaplan curriculum framework used across the organisation is based on the CEFR 'can-do' statements and descriptors. Within the curriculum at each level language skills are re-cycled in different contexts.

T13 Teachers are regularly consulted on course design. Advanced coursebooks have been trialled and currently new elective courses linked to 'real world experience' are being trialled.

T15 The Kaplan coursebooks have a study skills syllabus. At induction students are given a vocabulary notebook to record new words. The online tools allow students to work independently and if an incorrect answer is given the students receive advice, explanation and correction so that they can learn from their mistakes. The study clubs have specific sessions dealing with self-study and online learning. After their course students can continue their studies by purchasing subscriptions to the Kaplan online materials at all levels.

T16 The social programme manager has created worksheets to incorporate language work into trips and excursions and each coursebook has an 'Out in the real world' section which presents language useful for talking to people outside the classroom. As part of the social programme students have the opportunity to produce a school magazine.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☒	☐	
T22 Information on UK education	☐	☒	☒	☒	☐

Comments

T17 Placement procedures are thorough and effective. On their first day students have tests to assess their ability in the four skills and also complete a needs analysis form.
T18 Every five weeks students take proficiency tests and then have a tutorial with their teacher to discuss their progress and change class if appropriate. A test result sheet is given to the student and the DoS, and the results are recorded on the individual student report on the database. Students with weaker scores are referred to the structured study centre and given appropriate guidance. In class students' progress is assessed through short tasks, and homework is given regularly. The member of staff responsible for sponsored students from the Middle East holds regular tutorials with these students and liaises with the teacher to monitor progress.
T21 Individual student reports are issued to all students after every test. On the database teachers record scores for each section of the test, marks for class participation and homework, comments and suggestions for improvement.
T22 Kaplan has a university placement service and a member of the teaching staff fully supports students who want to continue to higher education in the UK.

Classroom observation record

Number of teachers seen	26
Number of observations	26
Parts of programme(s) observed	General English, electives-general English skills practice, business and CLIL teacher development.

Comments

One teacher was not observed, due to illness.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 In the majority of lesson segments teachers demonstrated good awareness of language systems and structure, and provided clear models of both spoken and written language. There were, however, some segments where the teachers gave incorrect or unnatural models of the language.
T24 Teachers who had prepared detailed class profiles provided material that was clearly relevant to the individual student's level, needs and cultural background and they were able to prepare some differentiated tasks. Some of the class profiles lacked sufficient detail to identify learning needs.
T25 Although a coherent sequence of interesting, relevant activities was prepared, there was often little focus on

student outcomes. Lesson aims were often general, reflecting what the teacher planned to do, rather than what the outcomes for the student were planned to be.

T26 A range of techniques was used to engage students, such as games, quizzes, jumbled texts, mingling activities and role play. There were some good examples of eliciting language from students, clear instructions, and in the better segments, good checking of understanding. Checking of vocabulary, however, too often took the form of 'What does x mean?' There was too much use of definition as the only way of exploring new meaning, and insufficient practice of new language.

T27 A variety of appropriate resources was used to promote learning. IWBs, audio equipment and videos were used competently. Small cards, pictures and cut up strips added a more dynamic aspect to pair work and information gap activities. In most segments the coursebook was used well and supplemented by additional materials.

T28 In the very good segments a range of correction techniques such as prompted self-correction, peer correction and delayed correction was used effectively, but in weaker segments there was insufficient correction of grammar and pronunciation when it would have been appropriate.

T29 Evaluation of learning was achieved through the monitoring of students working in pairs or groups and through freer practice assessment activities.

T30 In most segments nomination was well used and lessons were conducted at a suitable pace. Students were fully engaged, participating enthusiastically in all activities. Language was carefully adapted to meet the requirements of students at all levels. The inspectors received positive feedback from the students about their teachers and their lessons. In all lesson segments there was a good humoured, lively and positive atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme ranging from very good to just satisfactory, with the majority being satisfactory or good. Most teachers showed a sound knowledge of the systems of English. Lessons were generally well planned, but there was insufficient focus on learner outcomes. Teachers managed their classes and the resources effectively. A range of appropriate techniques was seen, although vocabulary teaching was not always effective and there were some missed opportunities for error correction. Teachers adapted their language to the level of their students and there was a positive learning atmosphere in all lesson segments.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Although the academic staff profile is satisfactory with regard to ELT qualifications for teachers and academic managers, the proportion of teachers without a Level six qualification is too high. Teachers are given very good support to ensure that their teaching meets the needs of the students. Programmes of learning are well managed for the benefit of students. *Academic management, Course design* and *Learner management* are areas of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☐	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 All aspects of safety and security of students have been effectively addressed. These include fire safety measures and drills, a full record of routine checks and risk assessments, and CCTV monitoring of the entrance to the building and internal areas. There is an appropriate number of first aid trained staff, who are clearly identified to both staff and students.

W2 Staff are made aware of the need for pastoral care for students. There was evidence of close support provided to individual students with particular attention being paid to 16 and 17 year-olds. The tutorial system has an explicit pastoral function, as well as dealing with educational matters. A room is available for religious observance.

W3 All administrative staff are introduced to students at the welcome induction and their role in the school is identified. Their photographs are displayed with a description of how they can assist students. At focus group meetings students were very clear about who would be able to help them with any personal issues.

W4 There is a comprehensive policy for dealing with abusive behaviour, which is made available to both staff and students. However, the language used makes it difficult for students to know what to do if they feel they are victims of abuse. There is a very detailed policy on Prevent and all staff receive relevant training.

W6 The website and the student pre-departure handbook, which students receive on enrolment, provide clear information on travel between the point of entry to the UK and Bournemouth. Individual transfers are well organised and students confirmed that arrangements meant they could easily have dealt with any unforeseen circumstances.

W7 A detailed and well-designed pre-departure student handbook provides a great deal of useful information about living in the UK. This is supported by a welcome presentation by the principal, which uses a range of lively graphics to highlight additional points. Students also receive supplementary guidelines on personal safety and traffic regulations when being taken on an initial walking tour of Bournemouth.

W8 Students receive a range of detailed information about access to medical and dental services, including any related costs. Advice is provided as required and there was evidence that the school offers considerable individual support to students in need of medical attention.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school provides homestay, private home and residential accommodation in halls of residence designed for university students. One inspector visited three homestays and a modern hall of residence, which normally accommodates 590 university students. The shared flats have between three and seven ensuite bedrooms with a communal kitchen and living area.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☒	☒	☐
W12 Accommodation registers	☐	☒	☒	☒	☐
W13 Information in advance	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐

Comments

W9 The three homestays visited provided appropriate facilities of a good or very good standard. All the hosts were welcoming and showed considerable interest in the foreign students they were hosting. The residence is modern, well equipped and of a good standard. Reception staff were very helpful and students are clearly looked after very well.

W10 All accommodation is inspected for safety and security. Hosts are guided in completing a risk assessment of their property, which includes fire safety.

W11 The homestay hosts visited reported they were visited more frequently than every two years. The database provides a report indicating when visits are due. Records of all visits are held on paper files and logged in the database.

W12 The information on the homestay registers is up to date and accurate. The database is supported by paper files with dated checklists highlighting all the information and forms that should be held on file. Up-to-date Gas Safe certificates and fire risk assessments were seen on all files sampled. The accommodation manager was able to retrieve requested information easily.

W13 Confirmation letters to students contain accurate and detailed information regarding all aspects of their stay, including the cost and time of journeys to school. The information provided is comprehensive and very accessible.

W14 The principal introduces accommodation staff to all new students during the welcome session. Students are also required to complete a registration form on arrival, which contains a section asking for feedback on accommodation. In addition, during their oral placement test there is a question about their accommodation and comments are passed on as necessary. Problems are dealt with quickly and noted on the database.

W15 The homestay handbook provides hosts with a number of recommendations on diet. In addition, in order to improve standards, collated feedback sent to hosts indicates how ratings on the food they provide compare with the average for all hosts.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☒	☐	N/a	☒	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☒	☐

Comments

W17 The homestay handbook is very clearly laid out and provides detailed and useful information. Hosts also sign a contract, which clearly states the requirements expected and booking and cancellation arrangements. Relevant information is reiterated in individual letters confirming bookings.
W19 In one of the homestays visited there were three students under 18 with the same first language as a result of the difficulty in finding suitable accommodation. However, there was no evidence that written consent by parents or guardians had been obtained.
W21 The database is used to send text reminders to all homestay hosts about the time of the arrival of their students.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments

W24 A detailed handout provides a lot of useful information about the implications of living in bed-sits or flats. However, it does not mention the possible loss of contact with speakers of English out of classroom hours.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 Information about local activities and events is well displayed in the student common room and on the video display in the reception area. In addition, the social programme manager sits at an information counter in the common room and provides on-going advice and information about events which will make students' stay in Bournemouth more enjoyable. The school also sells tickets for excursions taking place in the local area.
W27 The leisure programme is well organised and resourced. There are different programmes for over 18s and young adults (16 and 17 year-olds) and these are sufficiently varied to take account of students staying for a longer time. One particular feature is the provision of attractive information leaflets which include useful language points to

support the events and excursions organised.

W28 Specific risk assessments are created for all activities and are reviewed as necessary. They all contain emergency telephone numbers and must be signed and dated by the person in charge. There is clear information on how to respond to situations where a student may be at risk.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school offers a safe and secure environment for both students and staff. Students' needs for pastoral care and information are well met. Accommodation systems are generally efficient and the accommodation provided is of an appropriate standard. The provision of leisure opportunities for both adults and under 18s is very well managed and meets a wide range of student needs. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☐	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☐	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☒	☒	☐
C7 Accommodation	☐	☒	☐	☐	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

At the time of the inspection there were 480 students enrolled. Of these 58 (12 per cent) were aged either 16 or 17. This percentage is typical of the summer months and lower at other times of year. Although the school's publicity states that they can accept young learners (14–18) in closed groups, such courses have not recently been booked in. There is a separate Kaplan junior school in Bournemouth (12–17) that is organised during the summer months.

C2 The principal, the DoS, the accommodation manager and both accommodation assistants have specialist training. Another member of the administrative staff has advanced training. All staff complete basic training online and are required to provide certification of successful completion. Safeguarding awareness forms part of the induction of all staff. Homestay hosts receive a copy of the policy and further information is in the homestay handbook.

C4 Safer recruitment procedures are described in the safeguarding policy and all required suitability checks are carried out. Homestay providers must provide two referees before recruitment, and staff ask for references when visiting hosts who have already been successfully working with the school. It is the policy of school not to allow teachers without current DBS checks to teach any under 18s. Kaplan head office regularly monitors full compliance with all safer recruitment requirements.

C5 There is good provision in place to ensure the safety and supervision of students in scheduled lessons and activities. The age of 16 and 17 year-olds is signalled to staff on registers, and absences are followed up immediately. There are separate activities on the leisure programme including discotheques at a local night club where no alcohol is available.

C6 Clear rules are in place for what students may do outside scheduled lessons and activities. Students sign a contract where they confirm they understand the legal implications of being under 18 and the related school rules and sanctions. There is a curfew time for 16 and 17 year-olds on adult courses, rules are clearly stated in the student handbook and covered at their induction. The homestay handbook contains relevant information and also gives guidelines on what to do if the curfew is broken. Hosts were aware of these rules.

Care of under 18s summary

The provision meets the section standard. The safeguarding policy is clear and staff are well trained. Procedures are in place to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time.