

Organisation name	Kaplan International Languages, Cambridge
Inspection date	3–4 May 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W26, S1 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Kaplan International Languages, Cambridge in May 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, and care of students.

The inspection report noted a need for improvement in the area of leisure opportunities.

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

Introduction

Kaplan International Languages Cambridge (KILC) is part of a global organisation of English language schools in the UK, Ireland, USA, Canada, Australia and New Zealand and is one of ten year-round schools in the UK. Founded originally as Angloworld in 1974, the school has been part of the global organisation since 1976 and has been called Kaplan International Languages since 2019.

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. Two months prior to this inspection, a virtual inspection visit to the HO was carried out by two inspectors, who were the reporting inspector and 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. KIL produces its own teaching and learning materials, which form a core part of the design of nearly all of its English courses.

Courses are offered for students aged 16 and over. Most students are recruited by the central sales office or through agents or education tour operators. Numbers of individual bookings for shorter courses increase in the summer. Outside the summer the school accepts closed groups, generally of teenagers with a minimum age of 12.

Since the last inspection and in response to the recent pandemic there have been several changes in staff, most notably with the academic management team. A new principal was appointed in January 2023 and following the departure of the director of studies, the principal is covering this role until a replacement can take up the position.

The inspection took place over two days and was carried out by two inspectors. The inspectors held meetings with the principal (who is also acting director of studies), the student services and accommodation manager, and the student services and accommodation assistant. Focus group meetings were held with teachers and students. A tour of the building was conducted. All teachers timetabled during the inspection were observed. One inspector conducted a virtual tour of two homestays and a student residence.

Address of main site/head office

75 Barton Road, Cambridge CB3 9LG

Description of sites visited/observed

The school occupies a detached Edwardian house in a residential part of south-west Cambridge, approximately 20 minutes' walk from the city centre. The property is leased. A front garden has space for bicycles as well as parking for up to two vehicles. To the rear of the property and protected by secure fencing, there is a garden with picnic tables, a shelter for smokers and a table tennis table.

Entrance to the building is secure and leads to reception with an adjacent social programme area. The ground floor has two classrooms, the principal's office and a café which doubles as a common area, including a small space for students to relax, watch TV or play board games, and male and female toilets. A staircase from reception leads to a further two classrooms on the first floor of the main building, as well as two additional office spaces, the staffroom with its own kitchen facilities, and staff toilets. On the top floor there is a teachers' resource room, another office and a study room which is also an extra working space for teachers should they require it. The rear garden can be accessed from either reception or the café and leads to an extension holding four additional classrooms and a study centre.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

The school operates both morning and afternoon timetables of general English classes, including preparation for the IELTS test. Students can choose 15 or 21 hours of classes per week in a combination of general English and elective skills classes, which take place between morning and afternoon classes. Students are also offered an optional 5.25 hours additional pre-prepared self-study materials. Students aged 16 and 17 are accepted on adult courses. Closed groups for juniors (12–16 years) are also offered throughout the year.

Management profile

The principal is responsible for the day-to-day running of the school. Following staff restructuring in March 2023, she is currently also the acting director of studies, assisted by an academic support manager. An assistant director of studies has been recruited and is due to start later this month. The school is also currently recruiting for a director of studies.

The principal is supported by the accommodation, welfare and student services manager, who is the local safeguarding officer. In addition to this she looks after front-of-house operations and student enquiries. She is in turn supported by the accommodation, welfare and student services assistant. A further assistant has recently been recruited to take up the position in June.

Accommodation profile

The school offers accommodation in a residence managed by an external provider, and in half-board homestays with the option of full board. Almost all homestay accommodation is managed by the school, although a small minority are provided at peak periods by an agency registered with the British Council. Under 18s are accommodated in homestays or stay with family. Accommodation in the residence is either in studios or ensuite rooms arranged in cluster flats with a communal kitchen and lounge, as well as a laundry, large common room and study area and outdoor space. Residential accommodation is for adult students only. Homestays and the residence are all situated within 30 to 60 minutes travel time of the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very effectively to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. Although current staffing levels are below the optimum level, communication is very good and student administration is carried out very efficiently and effectively. *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 very comfortable, pleasant and professional environment for work and relaxation. A good range of resources is available for students and staff appropriate to context. Guidance on the use of these resources is provided for students and staff where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

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

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care and ensures their health and safety effectively. The school offers a good range of comfortable, friendly accommodation, which is well managed. The leisure programme is designed to meet the needs of the students, although planning and health and safety measures are not adequate. *Care of students* is an area of strength. There is a need for improvement in *Leisure opportunities*.

Safeguarding under 18s

The provision meets the section standard. There is a clear safeguarding policy, and staff are well trained to implement it, although it lacks some local context. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. A small number of suitability checks for staff are not in place.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The organisation's mission statement, goals and values appear in a number of documents and on posters around the school. They are included in staff inductions and influence policies and procedures developed at head office and at local level.

M2 The organisation's goals and objectives are developed at senior and group level and focus on three main areas: people and culture, financial performance, and quality. There are written goals for each of these areas, and performance against these goals is measured. The school has its own development plan with realistic objectives that are closely monitored and updated at regular intervals.

M3 While a number of positions are currently unfilled, plans are in place to recruit the most suitable candidate for each role and several positions have been offered.

M4 Communication channels are very good, both with HO and within the school. Information updates are passed on to the school from HO and there are regular visits and remote meetings with the management teams. Departmental meetings take place within the school, minutes are taken and actions logged, and there is very effective communication between all staff.

M5 Student feedback is collected in a variety of ways. It is collated, reviewed and action is taken in response to it. Response rates are high, and staff receive feedback relevant to their role. Actions taken in response to feedback are communicated to students.

M7 The school keeps its self-evaluation up to date and submits it to HO each year. It is shared with other managers and with the wider school community. There is a HO compliance team which oversees self-evaluations and they are discussed at principals' meetings. There is also a group-wide development plan. In addition, there are two separate quality and performance audits for the parent company Kaplan Inc and Graham Holdings organisation.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength

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

Comments

M11 Induction procedures for all staff are very thorough and include presentations with information particular to each role, and an extensive checklist. Staff commented very positively about the quality of the induction that they received.

M12 There is a robust supportive appraisal policy and procedure in place. The procedures are integral to the whole school and all staff are fully engaged with them.

M13 A centrally produced continuing professional development (CPD) programme includes an annual summit and visits from regional managers to provide training and identify development opportunities for staff. Teachers have monthly CPD sessions, clearly linked to observations and in response to teacher requests. Kaplan sponsors teachers wishing to undertake further qualifications and attendance at conferences and industry events.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M15 Advice and guidance are offered by the central sales teams and agents, who receive full training on Kaplan products. All students receive a comprehensive departure guide and links to Kaplan online. Regular tutorials are held and all staff at the school are approachable and can offer advice to students.

M16 There are clear written procedures and standards for dealing with enrolments, cancellations, refunds and any other aspects of pre and post-arrival administration. Individual cases are reviewed locally with an oversight from HO and were seen to be handled with sensitivity and flexibility.

M21 The complaints procedure is clearly written and shared with students in their handbook, induction and on noticeboards. Records of complaints and actions taken as a result of them are well maintained and thorough.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met

M29 Claims to accreditation are in line with Scheme requirements.	Not 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, as well as pages on social media. The website, which includes a downloadable fact file, is considered the main source of publicity for the school.	
M29 The Accreditation Scheme and English UK marques were out of date on some documentation and promotional materials around the school.	

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments
P1 The premises are in a very good state of repair, cleanliness and decoration. Space for students and staff includes a well-maintained garden with seating and a covered area, and a comfortable café. Teachers have their own area of the building for preparation and relaxation.
P3 The café area has been designed to make good use of the space for both the consumption of food and relaxation. This, combined with the generous outside space, provides a welcoming environment that encourages students to stay on the premises and socialise.
P4 Water fountains are available on two floors and the café is popular with students. Café staff are friendly and provide a good range of hot and cold food and drink at reasonable prices.
P5 Signage is very clear and noticeboards are colourful, attractive and informative. Staff photos and responsibilities are displayed throughout the school and there are useful displays of things to do in Cambridge and the local area.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments
P7 All students on general English courses receive in-house materials including coursebooks at all levels and online self-study materials. The content is appropriate to the needs and interests of the students and is regularly updated. However, unless a specific programme is requested, students on junior courses receive the same material as adult learners. On elective programmes, photocopied materials which are appropriate for students' needs and course objectives are used.

P8 Teachers have access to a wide range of resources including printed and digital materials, and good access to computers. Resources are well organised and up to date.

P9 All classrooms have modern educational technology which was used confidently and competently by all teachers. Students also have access to Kaplan online study materials.

P11 A generous and well-equipped study centre is available to students throughout the day. All new students are given an induction to this area, including a comprehensive presentation and guidance on how to use K+ and additional resources.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 A rationale was accepted in the context of this inspection for a teacher without a Level 6 qualification based on her engagement with post-school learning.

T2 A rationale was also accepted in the context of this inspection for a teacher without a relevant ELT qualification, based on the level of support provided by the school and the additional skill set he offers.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T9 Although there are currently gaps in the academic management team, teachers at the focus group commented on the quality of support provided by the TEFLQ principal.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
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Comments

T11 The principles of course design are clearly stated in the KIL global curriculum and in the teachers' handbook. The curriculum underpins the K+ coursebooks which form the structure for all general English courses. Useful written guidance and syllabuses are available for elective courses. However, there is insufficient guidance and resources for junior programmes offered in closed groups throughout the year.

Learner management	Met
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
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T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
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T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
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Comments

T17 Placement testing procedures are very thorough and include all skills. A needs analysis is also carried out and information shared with all teachers.

T18 Students take a progress test every five weeks, which is followed by a tutorial with their teacher. Exit tests are available on request and level tests are administered should a student wish to move level mid-course. Teachers also monitor student progress and evaluate their classroom performance.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

Comments

All teachers scheduled to teach during the inspection period were observed by one or other of the inspectors.

Teaching: classroom observation	Met
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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
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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
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T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
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T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
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T29 Lessons include activities to evaluate whether learning is taking place.	Met
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T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met
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Comments

T23 Teachers provided mostly clear and accurate models of written language, and in better segments gave relevant, concise and memorable explanations of new language. However, there was a lack of attention to pronunciation in some lessons, and in a small number of cases spoken models were inaccurate.

T24 All plans were detailed and showed an in-depth awareness of individual student's strengths and needs. Most plans also highlighted why the topic or main objective of the lessons was relevant to their learners and identified potential difficulties, solutions and differentiation tasks.

T25 Outcomes were mostly expressed as teaching aims or a lesson menu rather than learning objectives that were accessible to the learners.

T26 Some strong elicitation and questioning techniques were observed in better segments, including a good use of mime to elicit meaning. However, a lack of nomination in some lessons led to choral responses that were either unclear or did not allow for effective feedback or correction.

T27 Instructions were mostly clear and checked, and student groupings were changed to add interest and variety. Classroom technology was used competently and confidently, and whiteboards were well organised. Stronger lessons used the coursebook as a stimulus for more personalised tasks but in weaker segments the coursebook dominated and activities became predictable and less stimulating. In some classes, new students joining the class for the first time were not well integrated into the class and teachers were inattentive to their needs.

T28 Feedback was generally at a group level and there were missed opportunities for monitoring, feedback and correction during activities. While there were some good examples of questioning and prompting, feedback generally lacked rigour and focused on content rather than language.

T29 Several lessons were a continuation of, or made reference to previous learning by recapping newly introduced items of language. All lessons followed a logical sequence of activities leading to a final task and while many included differentiation in plans, this was less evident in the lesson itself.

T30 Students were very motivated on the whole and in better lessons the personalisation of tasks enabled students to talk at length and share opinions or cultural experiences. Some teachers used the physical space to ensure pace and variety were maintained and on the whole lessons were dynamic and student centred.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Lessons were very well planned and teachers demonstrated a good awareness of language on the whole. However, while lesson objectives were provided, they were mostly unclear or inaccessible to students. A variety of teaching techniques was observed and technology was used well across all lessons. While feedback featured in all lessons, it often lacked rigour or purpose. However, students were mostly engaged and motivated, and most lessons had good pace and energy.

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.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
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.	Strength

Comments

W2 There is a comprehensive emergency plan developed for Kaplan schools with procedures for on and off-site emergencies. The plan is communicated effectively to staff and is integrated into other policies and procedures appropriately.

W3 There is a welfare team in place which students and staff are well aware of. The team promotes pastoral care through good communication including an introduction to welfare during student induction and weekly mental health focused emails. In addition, a range of posters and leaflets offer advice and support for students' wellbeing.

W4 Diversity, tolerance and respect feature prominently in induction, and in posters and leaflets around the school, ensuring that staff and students have a good awareness of the school's expectations and procedures for dealing with abusive behaviour.

W7 Students receive very good information and advice about life in Cambridge prior to their arrival. This is followed up with a comprehensive induction, ongoing useful advice and guidance and noticeboard displays around the school.

W8 There is very good medical and mental health first-aid provision in the school. First aiders are made known to staff and students through induction and posters, and there is a weekly mental health communication from the school. Students are provided with very clear guidance on how to access healthcare in the UK, and all students are encouraged to register with a local GP.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Not 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.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Students commented that homestay and residential accommodation provided very comfortable and friendly living environments. This was confirmed by virtual tours of accommodation and conversations with homestays and residence management.

W10 Students complained that cleaning in the residence was sometimes inadequate and that arrangements for the cleaning of rooms and common areas were not clear.

W11 There are excellent systems in place for carrying out and recording inspections of accommodation, including all required safety checks.

<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.	Not met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

W17 A small number of students had been placed in homestays with speakers of the same language, without any form of written agreement.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

The criteria in this area are fully met.

Leisure opportunities	Need for improvement
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Not met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Information about events and activities in Cambridge is attractively displayed on noticeboards, and students receive a weekly update from the school informing them of local activities.

W25 A plan for the implementation of each leisure activity is not formally drawn up or communicated.

W26 Risk assessments are drawn up for specific activities, but do not include the requirement for first aid, an emergency phone number or a list of students with phone numbers.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not 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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16 and 17 year-old students onto its adult courses. Closed groups of students aged 12 and over are accepted throughout the year. At the time of the inspection there were nine students aged under 18 in the school. During peak weeks, the school has approximately 40 under 18s out of a total of 150.

S1 There is a clear group-wide safeguarding policy in place. The policy has been developed with expert input and is implemented through a good range of systems and supporting documents. However, there is no reference to the names of the local safeguarding officers.

S2 The two leads of the school's safeguarding team are trained to specialist level, and one is trained in safer recruitment. All other staff, homestay hosts and sub-contractors complete at least basic level training. All are made aware of the safeguarding policy and are asked to sign a declaration that they have read and understood it.

S4 The school does not have appropriate references on file for a number of staff members who have been recruited since 2014.

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	1982 (as Angloworld)
Last full inspection	2018
Subsequent spot check (if applicable)	November 2019
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 Head Office; accredited schools in Bath, Bournemouth, Edinburgh, Liverpool, London, Manchester, Oxford, Torquay, Alpadia Summer School
Other related non-accredited schools/centres/affiliates	Kaplan Dublin, Vancouver, Toronto, Boston, Chicago, Los Angeles, New York, San Francisco – Berkeley, Santa Barbara, Seattle, Sydney, Melbourne, Brisbane, Adelaide, Perth

Private sector

Date of foundation	1987
Ownership	Name of company: Aspect International Language Academies Ltd. Company number: 2162156
Other accreditation/inspection	None

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

Student profile	At inspection	In peak week: July 2023 (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	98	110
Full-time ELT (15+ hours per week) aged 16–17 years	9	40
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	107	150
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	N/a	Italian
Adult programmes: advertised minimum age	16	16

Adult programmes: typical age range	23–25	20–21
Adult programmes: typical length of stay	8 weeks	2 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Turkish, South Korean, Colombian	Italian, Swiss, French, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	10
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1

Comments

The principal/DoS was not scheduled to teach during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6

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	50	8
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	31	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	1	1
Staying in privately rented rooms/flats	16	0

Overall totals adults/under 18s	98	9
Overall total adults + under 18s	107	