

Organisation name	Kaplan International English Cambridge
Inspection date	24–25 April 2018

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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S4 have been addressed, and evidence submitted within six months to demonstrate that weaknesses in W2 have been addressed.

### **Summary statement**

The British Council inspected and accredited Kaplan International English Cambridge in April 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This large private language school offers courses in general English for adults (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, academic management, course design, learner management, teaching and leisure opportunities.

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

## Introduction

Kaplan International English (KIE) Cambridge is part of a global organisation of around 40 English language schools in the UK, Ireland, USA, Canada, Australia and New Zealand, and is one of ten year-round schools in the UK. Founded originally as Angloworld in 1974, the school has been part of the global organisation since 1976 and has been called Kaplan International English since 2013. KIE is a subsidiary of Kaplan Inc. The ultimate holding company of KIE is Graham Holdings.

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. A month prior to this inspection, an inspection visit to the HO was carried out by the same two inspectors as inspected this school. The visit to the HO gave the inspectors the opportunity to discuss various aspects of the organisation's development and operations with senior managers. This included information about centrally developed policies, as well as an introduction to the in-house course materials. The centrally developed policies and procedures are for strategic and quality management, staff management and development, student administration, publicity, learning resources, academic management, course design, learner management, welfare and student services, and safeguarding. KIE produces its own teaching and learning materials, which form a core part of the design of nearly all of its English courses.

The principal of KIE Cambridge is the regional director for three KIE schools – the Cambridge school and the two London schools. Usually in the Cambridge school one or two days a week, she is in regular contact with senior managers in the school, particularly the student services manager who acts as deputy principal in the principal's absence. This arrangement has been in place for just over five months. Most of the senior managers in the school have been in post for around three years, with the exception of the accommodation manager, who took up his post two months before the inspection, and one of the two senior teachers, who has been in post for only one month, after teaching at the school for a year. Since the last inspection, the annual summer 'pop-up' young learners' course has been withdrawn.

The inspection took place over two days. The two inspectors had meetings with the principal, the student services manager (SSM), the director of studies (DoS), both of the senior teachers (STs), the accommodation and welfare manager (AWM), the social programme manager (SPM), the student services assistant and the study centre manager (SCM). Focus group meetings were held with teachers and students, and all teachers timetabled during the inspection were observed. One inspector visited the residence and three homestays.

## Address of main site/head office

75 Barton Road, Cambridge CB3 9LG

## Description of sites visited

The school occupies a substantial detached Edwardian house in a residential part of south west Cambridge, about twenty minutes' walk from the city centre. The property is leased. There is a garden at the back with picnic tables and a table tennis table, along with a small wooden building which is used as a quiet reflection room, and a shelter for smokers.

On the ground floor, there is a spacious reception area, which includes the social programme area, two classrooms, an office, and a café, which can seat around 40 students; it doubles as a common area and includes a small video games corner. Off the garden is a modern extension with four classrooms and a study centre. There are two classrooms on the first floor of the main building, along with two other offices, the staff room and toilets. On the top floor there is a teacher resources room, another office and a study room, which is either used for one-to-one classes or as extra working space for teachers.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school often runs a zig-zag timetable but, at the time of the inspection, this was not the case. Morning classes run between 08.10 and 11.20, with two elective shifts between 11.25 and 12.40, and between 12.45 and 14.00. Students aged 16 and 17 are enrolled on adult courses. The school also offers closed group courses for students who are aged 14 to 17. The majority of students attend intensive English courses with 28 x 45-minute lessons (21 hours) a week but some choose an option that involves 20 x 45-minute lessons (15 hours) a week. Some students follow academic semesters of 20 or 24 weeks or academic years of 32 weeks. Students can also choose English for business courses or examination preparation courses. Students occasionally choose the super intensive general English course, with 36 x 45-minute lessons (27 hours) a week. Students only have one-to-one lessons as additional classes.

## Accommodation profile

KIE Cambridge offers two types of accommodation: homestay for students of all ages (16 and above), and a residence for students aged 18 and above. At the time of the inspection, 51 students were staying in homestay (five of whom were under 18), and 37 in the student residence. One inspector visited three homestays, two of which were hosting students under the age of 18, and the residence, where students are placed in flats consisting of six single ensuite rooms and a shared kitchen. Homestay accommodation is advertised as being up to 50 minutes' journey time to the school; the residence is a 30-minute walk to the school.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Channels of communication are very effective and quality assurance procedures work very well. Staff management and development are given appropriate attention and student administration benefits from effective centralised systems and procedures. Publicity is generally clear and accurate, with only a few omissions. *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 school building provides staff and students with a very pleasant and comfortable environment for both work and relaxation, with well-equipped staff rooms and well-decorated and appropriately furnished common spaces. Learning resources, both print and digital, are appropriate in both number and content. The learning centre and online learning materials are well designed and managed, with good guidance provided for staff and students. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is satisfactory. Academic management is strong, with excellent support provided for teachers. Courses are designed centrally to meet the specific needs of the school's students, with additional adjustment afforded by elective classes. Learner management is highly effective. The teaching observed met the requirements of the Scheme, and was generally of a high standard. *Course design*, *Academic management*, *Learner management* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The students receive a high level of pastoral care in a warm and secure environment. All staff have a clear and genuine commitment to the welfare of the students and there are good systems in place to support this. Accommodation systems are well managed and work effectively. The social life of the students is seen as an important part of their overall experience and is managed effectively to ensure it meets the needs and interests of the students. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18. All staff within the school and at head office are aware of their responsibilities and are trained to appropriate levels. The safeguarding policy document covers most of the Scheme requirements but does not include detailed guidance on key areas such as handling delayed DBS checks.

## Evidence

### Management

<b>Strategic and quality management</b>	<b>Area of strength</b>
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
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**

M3 There is a very clear structure for the ELT operation, both within the school and within KIE's UK operation. There are clear arrangements to ensure continuity, particularly those describing how the deputy principal covers when the principal is at one of the other two schools she is responsible for.

M4 There are good lines of communication between the different departments at HO and the Cambridge school. At regional level there are regular meetings of principals, directors of studies, accommodation and welfare managers, student services managers and social programme managers. In the school, there are weekly operations meetings involving all administration and permanent staff. Staff have the opportunity to shadow counterparts in other schools.

M5 There is a wide range of channels for collecting student feedback, including a week one online survey, a quarterly student satisfaction survey and a leavers' survey. The leavers' survey data is collated, analysed and presented to relevant departments. An additional 'mini-arrival' paper feedback form is completed by students on their first day to identify any urgent concerns, particularly with regard to accommodation. There are also regular under 18s meetings, special meetings for sponsored students and feedback provided by student representatives.

M7 Led by the compliance and accreditation team at HO, systems, processes and practices are constantly reviewed and evaluated. Individual schools are regularly visited and audited, with action plans prepared and circulated, informed partly by staff and student feedback. The school had completed a thorough self-evaluation using the Scheme's template.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

### **Comments**

M8 Human resources (HR) policies and procedures are available to all staff in a comprehensive and user-friendly online HR system. All aspects of the terms and conditions of employment are covered. A single central register (SCR) spreadsheet provides a comprehensive check-list of all data on staff, including qualifications, DBS checks and references.

M10 Staff files contain references and evidence of DBS checks, ID checks and qualifications verification. Staff involved in recruitment receive appropriate training and make use of well-documented interviewing procedures. The current staff profile is evidence of the school's successful recruitment policy.

M12 All longer-term staff are appraised annually. These appraisals are closely linked to training needs which are listed in a professional development plan (PDP). There are quarterly reviews for all managers with the principal. Capability policies are in place to deal with unsatisfactory performance, and may be accompanied by personal

improvement plans.

M13 A comprehensive training and record plan is kept of the range of training opportunities available for all staff. Staff are paid for attendance at continuing professional development (CPD) events. These include an annual national teachers' day, with visiting and in-house speakers.

<b>Student administration</b>	<b>Strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times 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.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

M14 Staff receive training in the use of the administrative software system. They were able to retrieve student information with ease. Students praised the approachability and helpfulness of administrative staff.  
M15 Most advice and guidance is provided by agents, who themselves receive training in Kaplan products and who may also visit schools to refresh their knowledge. Pre-course information is available in 16 different languages.  
M19 The school's policy on attendance and punctuality is known to all staff and students and is applied consistently but the rules on punctuality are difficult to implement given the very short breaks between lessons.  
M20 A clear explanation of the conditions and procedures that might lead to a student being asked to leave the course is given at induction. Students in the focus group were fully aware of these conditions and procedures. An easily understandable poster with cartoon explanations helps students to understand examples of inappropriate behaviour.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

The organisation's publicity materials are produced and co-ordinated by a marketing team at HO and comprise a website and printed brochure (with an accompanying *Prices, dates and terms and conditions* supplement), as well as pages on social media. The website is translated into 16 languages.

M22 The information presented on the website and in the brochures is generally clear and accurate and gives rise to realistic expectations. However, there is a tendency to use superlative language and make claims that may be difficult to justify.

M24 There is a clear and comprehensive description of all the courses with all required information provided. It is presented consistently across all courses for ease of comparison.

M25 Although information about the costs of examination fees is provided, it is only found under the IELTS preparation course description. It is not included in other examination preparation course descriptions.

M28 The brochure talks about 'our fully qualified teachers' when the school's academic profile does not merit this

description as most of the teachers are TEFLI, not TEFLQ.

## 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.	Strength
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.	Strength

### Comments

P1 The school is kept in a very good state of repair. The branded decoration is smart and bright. The excellent provision of space for staff and students, including the well-maintained garden, results in a very comfortable environment for both study and relaxation.

P2 All classrooms are of a suitable size for the maximum number of students; they are all well-lit and with recently installed air conditioning in each classroom and comfortable seating is arranged so that sightlines are good.

P3 Students have the use of a spacious cafeteria, as well as the garden when the weather is fine, for relaxation and consumption of food. It is a welcoming space, with a corner where students can play video games and watch TV.

P4 The cafeteria provides a range of tasty, healthy food at affordable prices, as well as drinking water. Student opinion is actively sought: there was evidence of the school's quick response to criticism in the 'you said, we did' display in the cafeteria.

P5 Signage is smart and effective. Noticeboards are up to date and very well maintained, providing useful and essential information that is both attractive and accessible.

P6 Staff have the use of two staffrooms, as well as a small classroom when it is not in use for one-to-one lessons. The staffrooms are both well furnished, with enough room for teachers at peak times, with good storage facilities.

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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

### Comments

P7 Sufficient in-house materials are provided across a wide range of formats, including coursebooks, support materials, online and self-study resources. They are appropriate for the courses offered, relevant to student needs and interests, and are regularly updated.

P8 Teachers have access to a wide range of materials, including the teachers' books and the interactive whiteboard (IWB) files that accompany the proprietary materials. Materials are well organised and maintained by the senior teacher responsible.

P9 Teachers used the IWBs all classrooms are equipped with confidently, reflecting the in-house training all teachers receive. Students have access to computers, laptops and tablets in the study centre. Technical support is provided by the HO 's IT team, either remotely or in-school, when the school staff are unable to correct problems.

P10 Facilities for independent learning are of a high standard. They comprise the study centre, which is looked after by the SCM and is well resourced; and the online self-study materials, which are an integral part of the course

materials.

P11 Students receive guidance in the use of the study centre and the virtual learning environment (VLE) at induction. Teachers set homework from the VLE every week. If students are not doing this work, the SCM provides extra one-to-one sessions on the use of the study centre and the VLE.

P12 Policies for the review and development of resources are led by the HO team. Evidence of this was seen in the form of the recent editing (and regular revising) of coursebooks and the VLE resources. Teachers inform the leader of the HO team when they find fault with any of the materials.

## 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 One of the teachers working at the time of the inspection did not have a Level 6 qualification. The rationale presented showed that this teacher had appropriate experience of the world of work and engagement with post-school learning. The rationale was accepted within the context of this inspection.

T4 The academic management team is a strong and well-balanced team, comprising the DoS and two senior teachers (STs). One ST is not TEFLQ. The rationale presented showed that she has sound support from, and is closely monitored by, her two colleagues. She is not involved in observations and has considerable relevant experience. The rationale was accepted within the context of this inspection.

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

### Comments

T8 A number of steps are taken to manage continuous enrolment, including the spiral curriculum, the learning week commencing on Tuesdays and advice for teachers in the teachers' handbook.

T9 The DoS talks to each teacher every day and is always available for advice. Peer observation is encouraged and the observer is paid. The senior teachers provide greatly appreciated additional support.

T10 Teachers reported appreciation of the observation process and the way in which it is linked to CPD. Written feedback is thorough and helpful with identification of strengths and points to work on. New teachers are observed within two weeks.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T11 Principles are clearly stated in the KIE global curriculum document and in the teachers' handbook. The teachers' books provide detailed guidance for the use of the courses, which have been designed specifically for KIE students.

T12 The proprietary materials are under constant review, with a new series of books introduced recently. Teachers can suggest changes to the central writing team at any time. Locally, the school can vary the elective classes it offers to suit the changing needs of students.

T15 Independent learning is an integral part of the package of KIE materials, especially the online materials, which students work on in their own time. Advice on study skills and on continuing learning after the course plays an important part in tutorials.

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

#### Comments

T17 Students who are going to join a course that requires a specific entry level take the placement test before they arrive, and then again, along with all other students, on arrival. The test covers all skills areas and is accompanied by a needs analysis, discussion of which forms a part of the oral interview.

T18 Progress tests, which are taken every six weeks, are linked to the common European framework of reference (CEFR). Tutorials, which take place in the same week as the progress tests, include a discussion of the test and a review of the student's progress.

T19 Students who are falling behind are given individually-tailored structured study plans, written by the SCM, who, with the help of academic managers, monitors the student's progress on a regular basis. If students wish to move up a class, they can take a progress test early, but will not be allowed to move if the test result is not good enough.

#### Classroom observation record

Number of teachers seen	9
Number of observations	10
Parts of programme(s) observed	All

#### Comments

One teacher was observed twice, as the inspectors needed to see one example of KIE's club activities – optional extra classes sometimes held in class and sometimes outside the school. This session was held in class.

Teaching: classroom observation	Area of strength
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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 Teachers invariably provided clear and appropriate models of both spoken and written English and almost always demonstrated a sound knowledge of both the use of English and the linguistic systems underlying it, particularly the grammatical and phonemic systems.

T24 Excellent class profiles demonstrated how well teachers knew their students and this knowledge was reflected in the skill with which content was chosen. Subjects were always appropriate to students' ages and interests.

T25 Learning outcomes were relevant to students' needs and were always listed on the small whiteboards provided for this purpose. All plans were coherent.

T26 A wide range of teaching techniques were used to good effect: elicitation, drilling, nomination, pair and group work and activities involving movement were of particular note. However, insufficient attention tended to be paid to the less assertive or weaker students, with too much attention given to stronger students in some lesson segments.

T27 The IWB was used confidently and imaginatively in nearly all lessons. Very good use was made of the in-house materials, of phones and of small, portable whiteboards.

T28 Teachers used a limited range of correction techniques with some examples of delayed correction and many instances of encouragement and praise. Opportunities to correct within the flow of the lesson were often missed.

T30 There was a very positive learning atmosphere in all the lessons observed, with a great deal of productive student talking time. Teachers mixed nationalities well, gave clear instructions, nominated frequently and made very good use of voice, eye contact and spread of attention to create a good rapport.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good, with the majority being good. Teachers provided appropriate models and displayed a sound knowledge of language systems. The content of lessons was well adapted to students' needs and teachers made good use of a range of techniques, although weaker students were sometimes given insufficient attention. The classroom environment and resources were very well exploited and most teachers provided useful feedback. Students were invariably engaged and benefited from the positive learning atmosphere teachers created.

#### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

#### Comments

W1 A number of safety measures are in place. However, evacuation drills have only been carried out annually. The inspectors were shown a schedule for quarterly full evacuation drills to start immediately.

W2 There is no information on action to be taken locally in the event of a major incident and no description of staff and student roles and responsibilities in such an event.

W3 All members of staff showed a strong commitment to the pastoral care of the students, backed up by clear and comprehensive policies.

W4 There are effective policies available for staff and students for promoting tolerance and respect, presented in a clear and accessible way in all appropriate information channels.

W7 Full information and advice is given to all students in a clear and accessible format. It includes information specific to Cambridge.

W8 Information about the different levels and types of health care available to students is provided in a clear and accessible format.

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

W13 Effective and responsive procedures for dealing with accommodation issues are in place from the first day and right through the student's stay.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area were fully met.

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

#### Comments

The applicable criterion in this area was fully met.

<b>Leisure opportunities</b>	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

### Comments

W23 A full range of information on social, cultural and other events is provided and displayed in an attractive and accessible way on noticeboards, in leaflets and through social media. The SPM ensures that the information is relevant to the current students.

W24 There is an excellent and varied programme of scheduled events appropriate to the age and interests of the students with something offered every day.

W25 Events are well-resourced and efficiently managed by the SPM, with support from other staff and taking into account feedback from the student representatives.

### 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.	Met
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 enrolled on adult courses and closed groups of under 18s. For most of the year, approximately five per cent of the students are under 18 (5 out of 104 in the inspection week), rising to about 25 per cent in July. Closed groups are infrequent; the most recent was a group of 18 Italian students aged 16 and 17 accompanied by two group leaders in February 2018.

S1 There is a safeguarding policy which gives information on procedures to ensure the safety and well-being of students under the age of 18. Most of the information required in this criterion is included, but detailed guidance on handling delayed DBS checks and the fact that homestay hosts and all adults in the homestay are required to have DBS checks are not included. The policy document is not laid out in a clear and accessible format, and there are a few typographical errors.

S4 The 'Hosting Agreement' does not make it clear that two references are required and that all adults in a homestay accommodating under 18s must have a DBS suitability check. Although recruitment procedures are generally in line with safer recruitment requirements, the requirement for all homestay hosts recruited since January 2016 to have two references is not met.

### 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	1974
Last full inspection	July 2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	Kaplan UK Schools in Bath, Bournemouth, Edinburgh, Liverpool, London Covent Garden and Leicester Square, Manchester, Oxford and Torquay
Other related non-accredited schools/centres/affiliates	Kaplan International Colleges in the UK, Ireland, Australia, New Zealand, Canada, USA, Malta, Singapore. Foundation and degree courses. Preparation for American university admission tests.

### Private sector

Date of foundation	1974
Ownership	Name of company: Aspect Education Ltd Company number: 4053877
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection	None

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	99	180
Full-time ELT (15+ hours per week) aged 16–17 years	5	45
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>104</b>	<b>225</b>
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian	Spanish, Italian

Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18 – 30
Adult programmes: typical length of stay	5 weeks	4 weeks
Adult programmes: predominant nationalities	Chinese, Korean, Saudi, Thai, Italian, Japanese, Turkish	Chinese, Korean, Saudi, Thai, Italian, Japanese, Turkish, Spanish

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	13
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	4	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	
Both senior teachers were teaching 21 hours during the week of the inspection.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
Comments	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	46	5
Private home	0	0
Home tuition	0	0
Residential	37	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0

Staying in privately rented rooms/flats	16	0
Overall totals adults/under 18s	99	5
Overall total adults + under 18s	104	