

Organisation name	Kaplan, London Bridge (30+)
Inspection date	28 March 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.	N/a

Recommendation
We recommend accreditation with a spot check in the first 18 months. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Kaplan International Languages, London 30+ in March 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).</p> <p>This private language school offers courses in general English for adults (18+) in school premises.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, learner management, teaching, and care of students.</p> <p>The inspection report noted a need for improvement in the areas of publicity and accommodation.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Kaplan International Languages (KIL), London Bridge 30+ (LBR) 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.

The schools in the UK operate according to common policies and procedures established and managed by the senior management team in the Head Office (HO) in west London. Five weeks 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 for students aged 25+ were originally offered at Kaplan Leicester Square but this school closed during the pandemic and students were transferred to the central London school in Covent Garden (LOC). In January 2023, Kaplan London Bridge 30+ began accepting students at shared premises with Kaplan University Pathways (KUP), with the aim of attracting a more professional student demographic. All members of the management team have previous experience with other schools in the Kaplan organisation, including the principal who transferred from Kaplan Cambridge.

This inspection took one day. Meetings were held with the principal, the director of studies (DoS), the student services manager (SSM), and the accommodation and welfare manager. Separate focus group meetings were held with students and teachers. The inspectors observed segments of lessons taught by all of the teachers on the timetable. One inspector visited one homestay and two residences and had a virtual visit with two further homestay hosts.

Address of main site

Palace House, 3 Cathedral Street, London SE1 9DE

Description of sites visited

The school operates from areas within a secure, modern, five-storey building shared with Kaplan International University Pathways (KUP) programmes. LBR has an open plan reception/office on the first floor of the premises adjacent to a student quiet area leading to classrooms used by the KUP students. Three classrooms are used by LBR, two of which are on the fourth floor, the other in the west wing of the building. A LBR student common area is located on the fourth floor and students are also able to access shared common areas throughout the building. Teachers share the KUP programmes teachers' room.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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 operates both morning and afternoon timetables ('double-banking'). Students can choose 15 or 21 hours of classes per week in a combination of general English and elective skills classes, with an optional 5.25 hours of access to online self-access materials. A general business course is also offered, currently to students aged 18+.

Management profile

The principal is responsible for the day-to-day running of the school. The accommodation and welfare manager, who also works for the Kaplan London Covent Garden school, is responsible for health and safety, welfare, and management of homestay accommodation, and is the safeguarding lead. The SSM looks after front of house operations, student enquiries and welfare. All three of the management team are trained to specialist safeguarding level. The DoS is responsible for academic management and the recruitment of teachers. She is supported by an academic support manager.

Accommodation profile

The school offers residential accommodation in four residences run by an external provider, and in homestays.

The residences are a 20–60-minute walk from the school. Accommodation in the residences is either in studios or ensuite rooms arranged in flats with a communal kitchen. Residences have communal facilities including study spaces, a laundry, gym, cinema room and some sports facilities.

The school has approximately 100 homestays, no more than 60-minute travel time from the school. The large majority of homestays are organised by the school itself, but at peak times one agency which is registered with the British Council is used. All homestays are half board.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. Communication channels are good and there are effective systems in place to guarantee quality assurance. There are effective recruitment procedures in place. Student administration is handled very well but there are inaccuracies in publicity materials. *Strategic and quality management*, *Staff management*, and *Student administration* are areas of strength. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation, although there is a lack of dedicated LBR areas for both staff and students. A good range of learning resources is available, appropriate to the age and needs of the students. Guidance on these resources is provided for staff and students.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are generally well structured and managed to be of benefit to students, although there is insufficient guidance for teachers on course planning for the elective classes. Student placement and testing procedures are effective. The teaching observed met the requirements of the Scheme. *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 school provides its students with excellent levels of care including health and safety and pastoral care, but some risks associated with the premises have not been adequately assessed or mitigated. The school offers a range of comfortable, friendly and conveniently located accommodation. However, some safety checks are overdue and some homestays do not meet requirements in regard to students who speak the same language. The leisure programme is designed to meet the needs of the students. *Care of students* is an area of strength. There is a need for improvement in *Accommodation*.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	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. Schools have targets set and there are bonus schemes for staff linked to them. In addition, LBR has its own 'live' development plan with realistic objectives that are closely monitored and updated at regular intervals.

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 from the management teams. At regional level, quarterly meetings take place with principals, academic managers, accommodation and welfare staff, and student services teams across the group. All staff, including teachers, are invited to Town Hall meetings. Monthly departmental meetings take place within the school, minutes are taken and actions logged.

M7 Schools are asked to keep their British Council self-evaluation up to date and to submit 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 these are also 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 organisations.

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.	Strength
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.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 There are comprehensive recruitment procedures which are followed consistently. Staff files were complete and there is a well-balanced teaching and administration team in place.

M11 There are effective induction procedures in place including a comprehensive new teacher induction handbook and checklist.

M13 A centrally produced continuing professional development (CPD) programme includes an annual summit and regular visits from regional managers to provide training and identify development opportunities for all administrative 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. Peer observations are a regular feature of CPD.

Student administration	Area of strength
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.	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.	Met

Comments

M14 Customer care is central to the organisation's ethos and at the heart of all training and induction programmes offered by the school. This was clearly evident to the inspectors on arrival at the school and throughout the inspection process. Students at the focus group commented on the friendly and approachable staff in all departments. Feedback includes questions about information received and customer care.

M15 Advice and guidance is 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 support staff at the school can offer advice in a number of languages.

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.

Publicity	Need for improvement
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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The organisation's publicity materials are produced and co-ordinated by a marketing team at HO and comprise a website and printed brochure, as well as pages on social media. The website is considered the main source of

publicity for the school. It includes a downloadable fact file on LBR. Instagram posts are updated regularly by both HO and the school team.

M22 Publicity material does not make it clear that the school premises are shared with KUP students, the majority of whom are aged under 30.

M23 The language used is largely acceptable except for the introduction to the school on the LBR website page which is overly complex.

M24 Information on courses is generally accurate; however, the maximum number of students per class is not made clear and while the minimum age of students is given as 30, students aged 18+ are accepted onto business English courses. Some of the 'specialized courses' promoted have not actually been run.

M25 Information on exam fees is not provided with course prices.

M27 It is not made clear that accommodation is sometimes arranged by an agency.

Premises and resources

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

Comments

P3 While the premises provide a comfortable environment for staff and students on the whole, the 'dedicated' LBR common areas are also used by KUP students, most of whom are under 30. At the focus groups teachers and students commented that there was a lack of LBR dedicated space befitting a 30+ programme.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	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.	Met
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. Students on elective programmes receive photocopied materials.

P9 All classrooms have educational technology which teachers used confidently and competently. Students have access to additional tablets, and to Kaplan online study 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	
All criteria in this section are fully met.	

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

T5 The DoS has a good knowledge of teachers' strengths and weaknesses and takes personal preferences and circumstances into account when timetabling classes. Teachers at the focus group commented favourably on the timetabling process.

T7 There are effective cover procedures in place. The academic support manager and DoS are available to provide last-minute cover and in extreme emergencies KUP teachers, many of whom have worked for KIL schools, can also be asked to cover. The SSM is also TEFLI and can cover any late afternoon classes. There are systematic procedures for dealing with short and longer-term planned absences. Course plans and records of work ensure continuity at all times.

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

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. Books are divided into 'lessons' and aim to provide teachers with a solid foundation of resources for their teaching but can be supplemented to further address students' needs. However, there is no written guidance on elective programmes.

T13 Course outlines are displayed in K+ coursebooks and weekly plans are posted in classrooms. Daily objectives are introduced at the start of lessons. An 'aims and objectives' form is completed every Monday for elective classes and displayed on classroom walls.

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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
Comments	

T17 Placement tests are thorough and effective. Most students complete a comprehensive adaptive online test on Kaplan's testing platform. The test includes questions on grammar, vocabulary and listening. A writing test, oral interview and needs analysis are conducted on arrival. All students at the focus group felt that they had been placed in an appropriate class on arrival.

T18 Students take an online 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.

T22 Information on progress to mainstream education is provided on noticeboards and students can make an appointment with Kaplan university placement service (UPS) staff for further guidance. Workshops and drop-in sessions are also organised by UPS.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All
Comments	

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

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.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	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.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength
Comments	

T23 Teachers provided clear and accurate models of spoken and written form, with clear explanations and contextualised examples to demonstrate meaning. Aspects of pronunciation were covered in most lessons.

T24 Detailed class profiles showing an in-depth awareness of individuals' and class needs and objectives were provided. Differentiation of tasks included relevant additional activities to further challenge learners or support weaker students where necessary.

T25 Learning outcomes were made very clear to learners and potential difficulties identified and pre-empted by teachers. Lessons followed a logical plan and there was a clear link between activities and aims.

T26 Teachers demonstrated a range of appropriate teaching techniques including elicitation and concept checking, although at times students were allowed to dominate due to a lack of nomination during feedback sessions.

T27 Technology was used competently and confidently and whiteboards were used effectively to highlight emergent language. Students were grouped well and teachers managed the classroom environment well. Instructions were mostly clear but not always checked or modelled.

T28 A range of correction techniques was observed, including peer and self-correction, as well as both on-the-spot and delayed feedback. At times correction did impede fluency but there were also missed opportunities to correct the pronunciation of the target language.

T29 Lessons were well staged and built on learning in previous lessons and activities. Differentiation was built into plans and handled sensitively.

T30 All teachers had developed a very good rapport with their learners. Students were engaged and motivated and the personalisation of activities led to a great deal of meaningful discussion. There was a good use of appropriate humour and students were relaxed and enjoying the opportunity to work together. All classes provided a purposeful and stimulating environment and learning was clearly taking place.

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 good or better. Teachers demonstrated a good awareness of the language and lessons were very well planned and staged with clear outcomes made available to students. A range of teaching techniques was observed and classroom resources were utilised well. Feedback was consistent and learner errors were corrected on the whole. There was a very positive atmosphere, students were engaged and motivated, and learning was clearly taking place. *Teaching* is an area of strength.

Welfare and student services

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

W1 The premises are thoroughly risk assessed annually with actions to mitigate risks clearly recorded. There are effective fire precautions in place, including fire marshal training for all staff.

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. 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 London prior to their arrival. This is followed up with a comprehensive interactive induction with further useful guidance.

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. Students are provided with clear guidance on how to access healthcare in the UK through induction and a very helpful leaflet.

Accommodation (W9–W22 as applicable)	Need for improvement
<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.	Not 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.	Not 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

W11 Some homestays' gas safe certificates had not been renewed annually.

W13 There is a lack of evidence of action taken in response to problems raised by students about their accommodation.

<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 During the inspection it was found that one student had been placed with a student with the same language.

<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 relevant criterion in this area is fully met.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
All the criteria in the above area are fully 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	March 2023
Last full inspection	N/a
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 by extension
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, Cambridge, Edinburgh, Liverpool, 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	1974
Ownership	Name of company: Aspect International Language Academies Ltd is Ownership Company number: 2162156
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week

Full-time ELT (15+ hours per week) 18 years and over	77	90
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0
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	77	90
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	30–65	30–65
Adult programmes: typical length of stay	2–8 weeks	2–8 weeks
Adult programmes: predominant nationalities	Brazilian, Spanish, German, French	Italian, Spanish, German

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	6
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
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

An academic support manager assists the DoS with academic administration. Neither were teaching during the inspection period.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5

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	18	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	26	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	33	N/a
Overall totals adults/under 18s	77	0
Overall total adults + under 18s	77	