

Organisation name	Kaplan International English, Liverpool
Inspection date	6–8 November 2018

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 W16 and S7 have been addressed.

Summary statement
<p>The British Council inspected and accredited Kaplan International English, Liverpool in November 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 for details).</p> <p>This large private language school offers courses in general English for adults (16+).</p> <p>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, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Kaplan International English (KIE) Liverpool is part of a global organisation of around 40 English language schools in the UK, Ireland, USA, Canada, Australia and New Zealand and is one of ten year-round schools in the UK. The Liverpool school opened in May 2014 and is the newest member of the KIE UK group.

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

KIE Liverpool offers courses to students aged 16+. Almost all students at KIE Liverpool are recruited by the central sales office or by agents. A small number of students enrol direct. Currently there are students from 28 different countries. Approximately 40 per cent are from the Gulf States; they are mainly sponsored by their countries and attend long-term courses. Most of the management and administration staff have been in post for at least two years. The principal is on maternity leave, and is covered by an experienced and suitably-qualified full-time principal who is on a one-year contract.

The inspection took place over two and a half days and there were two inspectors. Meetings were held with the principal, the director of studies (DoS), the two full-time teachers with special responsibilities, the student services manager, the social programme manager, the accommodation and welfare manager, and the accommodation and student services assistant. The inspectors held four focus group meetings with students and one focus group meeting with teachers. The inspectors observed segments of lessons taught by all of the teachers on the timetable. One inspector visited three homestays and the residence.

Address of main site/head office

2nd Floor, Cotton House, Old Hall Street, Liverpool L3 9TX

Description of sites visited

The school is located on the second and fifth floors of a modern office block. Other Kaplan businesses occupy the fourth floor. The main reception is on the second floor, and all main offices are located on this floor. The fifth floor also has a reception desk. The second floor is mainly used for classes of under 25 year-olds, while the fifth floor is for over 25s. There are six classrooms on the second floor and eight on the fifth floor, plus a small office. Both floors have a study centre, reception and breakout area. The teachers' room is on the fifth floor, and the staffroom with kitchen facilities on the second floor. One of the second floor classrooms can be used as a prayer room, and there is a dedicated foot-washing room located opposite. Toilets are outside the teaching areas, on the building's main staircase.

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 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

Students can study on intensive English courses (15 hours' general English, 6 hours' skills, 5.25 hours' study sessions), general English courses (15 hours plus 5.25 hours' study sessions), English for business courses (15 hours' general English, 6 hours' business English, 5.25 hours' study sessions), IELTS preparation courses (15 hours' examination preparation, 6 hours' general English, 5.25 hours' study sessions), academic semester (minimum 20 weeks) and academic year (minimum 32 weeks). Students can book one-to-one lessons as add-ons to their main courses. Students aged 16 and 17 are accepted on the adult courses.

Accommodation profile

The school offers homestay and residential accommodation. The one residence currently available is ten minutes' walk from the school. It is staffed at all times and offers communal study and relaxation areas, gyms and a range of facilities. One inspector visited the residence and three homestays.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students. Communication is very effective and quality assurance procedures work very well. Student administration benefits from effective centralised systems and procedures, and well-informed and helpful staff. Goals and values are clearly stated, and publicity is generally accessible and accurate. *Strategic and quality management, Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are very well designed and provide students and staff with a very comfortable and professional environment for work and relaxation. The in-house learning resources, including educational technology, are suited to the needs and interests of the students and both students and staff receive guidance and training in their use. *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 team has a professional profile appropriate to the context. Teachers are well managed and receive a good level of guidance to ensure that they support students effectively in their learning. Courses are clearly structured and provide the maximum possible benefit to students. The teaching observed was of a high standard and met the requirements of the Scheme. *Academic management, Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students benefit from very well-managed student services, including a high standard of pastoral care and appropriate and well-organised leisure opportunities. Accommodation systems are efficient and effective, providing students with a very comfortable homestay and residential environment. *Care of students* and *Leisure opportunities* are areas 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 within the organisation and in the leisure opportunities provided. Accommodation arrangements are generally good, with the exception of those for private accommodation, which do not meet Scheme requirements.

Evidence

Management

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

offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Met

Comments

M2 There is a comprehensive development plan covering six operational areas, which all feed into the customer experience. Clear and achievable objectives are identified, with time frames and deadlines set, and regular monitoring of their progress and completion. The plan is circulated and reviewed quarterly, with monthly updates.

M3 The structure for the ELT operation is very clear, both within the school and within KIE's UK operation. The full-time principal, who is on a one-year maternity cover contract, has considerable previous experience in the role and runs an efficient and effective operation. There are clearly set out procedures for deputising and cover.

M4 Communication channels within the school are excellent, assisted by the design and layout of the offices and rooms. There are a series of regular meetings for different 'teams' within the school. There are very good lines of communication with head office including regular video calls and meetings. Information and updates are passed on to schools from HO, and members of the HO team visit the schools regularly. Information and action arising from all these meetings is appropriately logged and passed on to relevant people.

M5 General feedback is obtained from students through an online survey in their first and final week. There is also a student satisfaction survey every ten weeks which focuses primarily on teaching. Results from the surveys are collated, analysed and presented to relevant departments. Teaching staff have access to relevant feedback from the student satisfaction surveys. Any issues and incidents are logged on a spreadsheet and action taken as a result is included with a recommendation for further action if necessary.

M6 Feedback from staff is actively welcomed and is elicited in a number of ways: the annual employee engagement survey, appraisals, staff meetings, and everyday contact and communication. Teachers in the focus group commented positively on the way their feedback was welcomed.

M7 This criterion is met in that systems and procedures are thoroughly reviewed at group and school level, mainly through the annual development plan. Points to be addressed from previous inspections have also largely been addressed. However, there is still some concern about the description of levels of care (was C3, now M26).

Staff management and development	Area of strength
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.	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

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

M10 There is a clear and accessible recruitment process document. 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. There is a clear policy for dealing with staff who are awaiting DBS checks.

M11 There are clear induction procedures for newly recruited staff and a useful induction checklist for administration staff and teaching staff. Training is provided by the line manager for the post. Teachers can observe the classes they may be teaching. Comprehensive handbooks reinforce induction information.

M12 Performance is monitored closely both informally and through a formal process of appraisals, development reviews and personal development plans completed by the employee and the manager against a number of core competencies. For teachers this process includes lesson observations twice a year with detailed feedback and points to work on.

M13 Continuing professional development (CPD) is regarded as part of a development cycle which also includes observation, appraisal and, for teachers, an organised programme of peer observation. There is an extensive

programme of appropriate CPD opportunities for all staff. External training courses for both academic and administrative staff are funded and have included courses in Prevent, safeguarding, fire marshal training, customer service and leadership and management training.

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.	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.	Strength
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 Staff responsible for administration are located at reception and are well-known to students. Student feedback confirms that they find staff very helpful and courteous. There are good arrangements for covering roles and training up new customer service staff internally. Staff have had specific training in dealing with students who have a low level of English. If necessary, staff from other centres and from head office can be brought in.

M15 Much of the advice and guidance given to students before they arrive is provided by agents, who themselves receive training in Kaplan products, or by the sales and marketing teams in the wider organisation. Pre-course information is available in 16 languages. Students receive further advice during their individual tutorials and also from one of the teachers who has a specific advisory role for sponsored students.

M19 As part of the arrival process, all students are given a copy of the attendance policy and procedure which clearly states that students are expected to attend 100 per cent of their lessons and which points out the action that will be taken if they do not attend. One of the senior teachers has special responsibility for monitoring and dealing with poor attendance and punctuality. There was evidence of the policy being effectively enforced, with logged records and action taken, and notification to agents and sponsors.

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.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not 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, as well as pages on social media.

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. The website and brochure give an accurate view of the Liverpool school.

M23 The language used is generally accessible. Occasionally some vocabulary and terminology is beyond B1 level, especially in the terms and conditions sections and the under 18s statement.

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

M26 The website links to the organisation's under-18s statement. This, however, is a very formal statement which does not offer parents a clear idea of the context in which under 18s will be studying, and the level of care available.

M27 This criterion is met for Liverpool, but the statement that students have breakfast with the family is not true for all homestay providers.

M28 The Liverpool factsheet says 'All teachers have a CELTA or Trinity TESOL qualification; some have a DELTA certification' when in fact some have different ELT qualifications.

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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 The premises are of a very high standard in terms of repair, cleanliness and decoration, and provide a pleasant and comfortable environment for both students and staff.

P2 The classrooms and study centres are very well designed and, together with the communal areas, provide a study environment that is attractive as well as professional and functional.

P3 There are large breakout areas on both floors which are attractively and comfortably furnished with televisions, computers and newspapers. The environment is welcoming and encourages students to stay on the premises to socialise.

P5 Signage is clear and consistent, attractively displayed and kept up-to-date. Noticeboards are informative and there are friendly photos of all the staff with their roles clearly explained.

P6 Space and facilities for staff are excellent. There is a room on the second floor for all staff (academic and administrative) which contains a kitchen, comfortable chairs for relaxation, computers and personal lockers. There is a separate teachers' room on the fifth floor which provides ample space and good resources and facilities for the teachers.

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.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 There is an impressive range of in-house materials including coursebooks at all levels, support materials, online and self-study resources. There are specific resources for general English, the elective classes, IELTS preparation and other specialist courses. The content is appropriate to the needs and interests of the students and is regularly updated and monitored.

P8 Teachers have access to a wide range of materials, including the teachers' books and the interactive whiteboard (IWB) files which accompany the in-house coursebooks. Supplementary materials and coursebooks are well organised and easily accessible in the teachers' room. There is a good supply of computers and laptops for

teachers to use. There is a comprehensive supply of teaching methodology books, appropriate to the students at the school.

P9 The school has very good educational technology. All the classrooms, and the study centre, have IWBs and teachers all receive basic training during their induction, and have access to computers throughout the building. Technical support is readily available if required.

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

P12 Policies for the review and development of resources are thorough and led by the HO team. Coursebooks at some levels have already been revised and edited and the remaining levels are currently undergoing the review process.

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 Two of the teachers working at the time of the inspection did not have Level 6 qualifications. The rationales presented showed that both teachers had appropriate experience of the world of work and engagement with post-school learning. The rationales were accepted within the context of this inspection.

T2 One teacher does not have a qualification which meets Scheme requirements. A rationale was submitted and was accepted in the context of this inspection as he has completed an online course and is currently midway through a course leading to a diploma-level qualification.

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 Teachers receive clear guidance about continuous enrolment in the teachers' books. The learning week starts on a Tuesday, when new students join the class. The Monday lesson for continuing students consists of either a review of the previous week or a stand-alone lesson. New arrivals on the Monday take a written test and needs analysis, followed by an orientation walk, a general induction presentation and an academic induction presentation.

T9 There is very good daily support for teachers and regular development sessions on practical issues identified during formal observations, as well as on topics requested by teachers. Care has been taken to ensure that support is provided for teachers new to the in-house materials and the IWBs. The DoS and senior teacher are very evident around the school and are available for advice.

T10 Teachers are observed formally twice a year. The written feedback is very thorough and includes clear action planning and comments about how this can be followed up in further observations. The DoS also regularly conducts short 'spot' observations. All observations are regarded by teachers as developmental and helpful.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength

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

Comments

T11 Principles of the course design are clearly stated in the KIE global curriculum and in the teachers' handbook. The course structure is laid out clearly in the teachers' books, which accompany the coursebooks. There is a range of online support materials and learning clubs. The course materials are well designed and clearly assist the teachers in the planning and delivery of their lessons.

T12 Course design is regularly reviewed by head office and the freelance materials writing team. The school, in response to student needs and requests, chooses and revises the elective classes and the study club options.

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

T16 Teachers are encouraged to include lessons and activities related to the environment beyond the school. This is reinforced by a very effective leisure programme which is designed to fit in with student learning needs. The leisure programme manager sits in on classes in order to check there is a link between the classroom and the leisure activities. Electives can provide a route to accessing the opportunities to use resources beyond the classroom.

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.	Strength

Comments

T17 There is an online test available for students who need a particular level to join a course with specific requirements, and students who are coming for a short period are also encouraged to take this test pre-arrival. All students also take an in-house test on arrival which includes a writing exercise, an oral interview and a needs analysis.

T18 Individual tutorial questionnaires are completed every five weeks. They include questions on general progress, organising studies, lesson activities, and areas to improve. An in-house progress testing system is used to assess students' progress and proficiency. Study plans and individual student records are used to provide a weekly update on how students are performing where necessary or where required by sponsors.

T19 All students have access to the online learning tools, and teachers direct them to areas where extra practice is needed. Their needs and requests to move level can be assessed by their score in the online test. The school has a flexible approach to requests to change class or to switch between the morning and afternoon programmes.

T22 One of the full-time teachers is designated the business and university placement advisor. He can refer students who are interested in applying to university to the appropriate Kaplan department. He also runs a well-attended monthly careers clinic which gives instruction and advice on work opportunities and skills.

Classroom observation record

Number of teachers seen	13
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Number of observations	13
Parts of programme(s) observed	All parts of the programme were observed with the exception of the study clubs.
Comments	
None.	

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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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
<p>T23 There was a good awareness of lexical, grammatical and phonological systems. Teachers generally presented good models of English with some very good explanation and exemplification. Appropriate models were produced and practised by the students. Teachers dealt effectively with subtle differences of meaning in high level vocabulary.</p> <p>T24 Excellent class profiles demonstrated how well teachers knew their students and this knowledge was reflected in the skill with which content was chosen. The lesson topics from the in-house materials were relevant to the course objectives and the student profile and were supplemented with some well-chosen additional material. Elective classes were well designed to meet the needs of the students.</p> <p>T25 The coursebooks are well designed and help teachers plan coherent activities leading to staged development and the effective acquisition of language. Learning outcomes were well expressed in the course materials and were made known to the students.</p> <p>T26 There was an impressive range of teaching techniques used by the teachers. This included some innovative and interesting ways of introducing a topic, effective elicitation and questioning, concept check questions to check understanding, nominating students in a purposeful way and setting clear pre-tasks for language activities. As a result, students were fully engaged in all the observed segments.</p> <p>T27 Teachers used IWBs and other technology confidently and appropriately, which assisted in engaging the students. In most of the segments the teachers managed the classroom environment, the resources and their own positioning to maximise learning opportunities. Different furniture configurations, pairwork and mingling activities were used effectively to ensure communicative practice and student engagement.</p> <p>T28 Teachers used correction techniques, praise and guidance sensitively and effectively. A range of correction techniques was evident and used appropriately, such as quick incidental correction, encouragement of peer correction, and gathering errors for a later correction stage. The teachers' knowledge of the students' individual needs informed their approach to correction.</p> <p>T29 Presenting, practising and checking understanding was used throughout the lessons, in line with the prompts in the course materials. There was evidence of language from the previous day or a previous lesson being recycled.</p> <p>T30 In all classes students were fully engaged. Teachers had created a very positive atmosphere. Rapport was excellent, with teachers clearly knowing their students' needs and interested in them as people, not just learners. The firm but friendly presence of the teacher ensured a positive learning atmosphere with plenty of student talking and engagement. The students clearly enjoyed being taught, and the teachers appeared to enjoy teaching.</p>

Classroom observation summary
<p>The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority being either good or very good. The teachers demonstrated a strong knowledge of language systems and the content of the lessons was relevant to the needs of the students. There was effective use of the classroom resources, including technology and an impressive range of professional teaching techniques were used to maximise learning opportunities, including feedback and correction. There was a positive atmosphere of</p>

engagement in all the classes.

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.	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 Entry to both of Kaplan's floors is through key coded doors. Toilets are on a staircase which is common to other organisations sharing the building but risk assessments are in place to cover any potential risks relating to security and toilet use.

W3 Excellent pastoral care is provided by all staff, led by the named welfare leader, all of it tailored to students' ages and backgrounds. Extra support is given to under 18s and a risk assessment has been written to cover under 18s in private accommodation. Students in all four focus groups singled out the school's caring atmosphere for praise.

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

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

W8 Accurate and comprehensive information on health care is given in an accessible format as part of the induction, and is backed up with information sheets. Managers in the school and residence have received training in mental health issues. There are trained first aiders available in both schools and in the residence.

Accommodation (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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 All accommodation visited was of a high standard with the exception of one bedroom which was very cramped with two beds in it.

W11 Very good records are kept of first visits, re-visits, fire risk assessments, Gas Safe certificates and DBS

checks. There is also a comprehensive account of student feedback and action taken. Great care is taken to ensure students are well matched to hosts.

W13 The AWM talks to each student on their first day about their accommodation. During their first week, students complete feedback on all aspects of their stay, including accommodation. Scores, comments and notes on action taken are kept on the accommodation database. The AWM emails students and hosts during their second week to check that there are no problems.

W14 There is a detailed and attractively presented homestay handbook, which gives practical information on requirements. There is an additional hosting agreement which is sent to and signed by all homestay hosts. It provides a comprehensive list of terms and conditions and describes rules and requirements, including DBS checks, Gas Safe checks, fire safety, Prevent and safeguarding.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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

W16 One host was accommodating five students at the time of the inspection.

Accommodation: other	
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

All criteria in this area are fully met.

Leisure opportunities	
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 Students are kept well informed about social, cultural and other events. A noticeboard displays well-presented notices about all the weekly events available both on the social programme and in the local and surrounding areas. The school takes great care to ensure that the social programme is integrated with both the classroom and the homestay experience, in order to enhance students' experience of staying in the UK.

W24 The social programme manager (SPM) works very hard to ensure that each week's programme offers events that suit all students. He keeps a spreadsheet of who attends what so that he can extract information about which ages, nationalities and genders attend which activities so that he can better target students in future.

W25 All excursions and activities are very well prepared with maps, handouts and worksheets for students. The SPM had designed a handout, with links to spoken commentaries, that students can use when they visit London on their own.

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and	Met

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.	
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Not 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 enrolls 16 and 17 year-olds throughout the year. At the time of the inspection, there were 18 students under 18 in the school.

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

S5 There are specific risk assessments for under 18s sharing the premises with adults. Effective measures are in place to minimise the identified risks. Under 18s attending social programme events are adequately supervised and are always accompanied by experienced leaders either from the school or from the tourist company that runs weekend trips. The fifth floor is reserved for older students, none of whom are under 18. Attendance procedures are effective and efficient.

S7 Seven under 18s were living in private accommodation at the time of the inspection, six of them with relatives aged between 18 and 21. The seventh student was living alone. Despite parental consent and control of both the accommodation and the responsible adults by the school and by parents, inspectors judged these accommodation arrangements to be unsatisfactory.

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	2014
Last full inspection	2014
Subsequent spot check (if applicable)	2016
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 HO and other Kaplan schools within the group
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2014
Ownership	Name of company: Aspect ILA Ltd. Company number: 02162156
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 and not visited	None

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	148	229
Full-time ELT (15+ hours per week) aged 16–17 years	18	12
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
Overall total ELT/ESOL students shown above	166	241
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	16+	16+
Adult programmes: typical age range	16–42	16–62
Adult programmes: typical length of stay	21 weeks	9 weeks
Adult programmes: predominant nationalities	Kuwaiti, Omani, Saudi Arabian, Chinese, Venezuelan	Spanish, Saudi Arabian, Italian, Turkish, Kuwaiti

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	18
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	6	

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	0

Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	13
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	10
Private home	0	0
Home tuition	0	0
Residential	36	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	63	7
Overall totals adults/under 18s	149	17
Overall total adults + under 18s	166	