

Organisation name	Kaplan International English, London (Covent Garden and Leicester Square)
Inspection date	20–23 August 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 S4 and S7 have been addressed.

Summary statement
<p>The British Council inspected and accredited Kaplan International English, London in August 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+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic management, course design, learner management, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

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

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

KIE London is based in two separate schools: London Covent Garden (LOC) and London Leicester Square (LOL). They are approximately 15 minutes' walk from each other. Both schools provide the same core KIE programmes. LOC tends to focus more on young adults and under 18s (16+); LOL focuses more on students aged 25 and over. The principal is responsible for both schools, with a deputy principal/director of studies (DPDoS) at each school.

Almost all students at KIE London are recruited by the central sales office or by agents. LOC has accreditation for under-16 closed groups (14+), but has never had any bookings. Groups of students aged 16+ are accepted and are usually placed in mixed classes or a combination of mixed and closed classes.

The inspection took place over four days and there were three inspectors. Meetings were held with the principal, the DPDoS at LOC, the DPDoS at LOL, the student services managers at LOC and LOL, the social programme manager, the accommodation and welfare manager, the accommodation and welfare assistant manager (LOL), the senior teachers, the academic administrators, the study centre managers, and

the student services assistants. 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 three homestays and one residence and had a phone conversation with the homestay visitor.

Address of main site/head office

3–4 Southampton Place, London WC1A 2DA

Description of sites visited

KIE London occupies two schools: London Covent Garden (LOC) and London Leicester Square (LOL), both in leased premises.

LOC is located in two Georgian townhouses close to Covent Garden and a wide range of transport links, local amenities and places of interest. On the lower ground floor there is the staffroom, an office for the DPDoS and senior teachers, a staffroom and kitchen, two classrooms and toilets; on the ground floor there is a reception area with workplaces for reception staff, a student common room, a study centre for students, a student services office and toilets; on the first floor there is a room used for testing and induction, and three classrooms; on the second floor there are four classrooms and the principal's office; on the third floor there are four classrooms and toilets. On the fourth floor there is a large classroom that can be divided. There is a lift to all floors. At the back of the building on the ground floor level there is a garden-patio for student use and at lower ground-floor level a patio for staff use.

LOL is located in a four-storey building in central London close to Leicester Square. The premises are shared with another Kaplan organisation. Entry to the school is by staircase or lift to the first floor, which contains a shared reception and open-plan workplaces for the principal, DPDoS and other members of the school's management and administrative team. The second floor contains the staffroom, the study centre and three classrooms; on the third floor there are six classrooms and on the fourth floor there are three classrooms and a student lounge. There is a lift to all floors and toilets on all floors.

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

The school operates both morning and afternoon timetables ('double-banking'). General English courses include preparation for the IELTS test and ELT external examination courses, and English for business. Students can choose 15 or 21 hours of classes per week in a combination of general English and elective skills and topics classes, with an optional 5.25 hours of access to study clubs and online self-access materials. Students aged 16 and 17 are accepted on the adult course at LOC, but not at LOL where students are usually aged 25+.

Accommodation profile

Studio or en-suite accommodation is offered in three residences. The residences are staffed at all times and offer communal study and relaxation areas, gyms and a range of facilities. Homestay accommodation is offered in zones one to four and journey times can be up to 60 minutes.

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 staff. Goals and values are clearly stated, and publicity is accessible and generally 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. Overall, the premises provide students and staff with an adequately comfortable and professional environment for work and relaxation, although bathroom facilities could be improved. The in-house learning resources are suited to the needs and interests of the students and both students and staff receive guidance and training in their use. *Learning resources* is an area 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 receive a good level of guidance to ensure that they support students effectively in their learning. Courses are clearly structured and well managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Risk assessments on both premises are very thorough and under regular review. The students are well cared for and given clearly presented and easily accessible information and advice. Students are encouraged to participate in leisure activities and benefit from well-managed student services, including accommodation. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

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 offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	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.

M3 The structure for the ELT operation is very clear, both within the school and within KIE's UK operation. The principal, who had previously also had responsibility for the Cambridge school, is now solely in charge of KIE London. There are clearly set out and effective deputising procedures. There are photographs of managers and staff on noticeboards and the structure is clarified to students during their induction.

M4 There are very good lines of communication between HO and the London schools, with 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. At regional level there are quarterly meetings of principals, directors of studies, accommodation and welfare staff and student services staff across the group. In the schools there are monthly meetings within and between departments. Information and action arising from these meetings is appropriately logged and passed on to relevant people.

M5 There are thorough and effective procedures for gathering feedback from students. Results are collated, analysed, analysed and presented to relevant departments, including teachers. All issues and incidents are clearly logged and action is recorded with a recommendation for further action if necessary.

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 Staff files contain references and evidence of DBS checks, identity checks and qualifications verification. Staff involved in recruitment receive appropriate training and make use of well-documented interviewing procedures.

M11 There are clear induction procedures for newly recruited staff and a useful induction checklist. Personalised induction programmes were seen for a number of recently recruited administration staff. Where possible, training is provided by the line manager for the post. Staff are paid to attend inductions, and comprehensive handbooks reinforce induction information.

M12 There are clear procedures for the annual appraisals of all permanent staff. Six key areas are covered, including competency, goals and development sections. Training needs are listed in development plans. Capability policies are in place to deal with unsatisfactory performance and may include personal improvement plans. For teachers, performance is monitored closely both informally and through a formal process of observations every six months.

M13 A wide range of training opportunities is available for all staff, managers and principals. Teachers have monthly professional development sessions and they can also attend the annual national teachers' day, with visiting and in-house presenters. 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. Peer observation for teachers is also facilitated and funded.

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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff responsible for administration are located at the reception areas and are well known to students. Student feedback confirms that they find staff helpful and courteous. There are good arrangements for covering roles and training up new customer service staff, using staff from other centres and from head office. Additional staff members can be recruited or transferred to assist during peak times.

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.

M20 During induction the conditions and procedures under which a student may be asked to leave the course are made clear. Posters throughout the school with cartoon explanations help students to understand examples of inappropriate behaviour and it was clear that students were fully aware of the conditions and procedures.

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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not 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.

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.

M27 The London factsheet describes homestay as 'local' and implies that hosts are in Zone 1-2, when many of

them are not. The factsheet also says that students will be sharing meals with their hosts every day, when this is not always the case.

M28 The London factsheet says that 'all teachers are English Language Training qualified [sic] with many holding a DELTA or master's degree', when in fact at the time of the inspection virtually all of the teachers, apart from the four senior teachers, are TEFLI.

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.	Not 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.	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

P1 Premises at both schools are generally in an adequate state of repair and decoration. The premises are cleaned at least once a day. However, at both schools the cleanliness and availability of toilets is a cause for concern, with some out of order and some in a poor state of repair. Teachers and students at both centres commented that the toilets were frequently in an unhygienic state.

P2 This criterion is met in that classrooms and other learning areas generally provide an adequate study environment. However, in hot weather some of the rooms at LOC required the use of portable air conditioners which were noisy and prevented effective classroom communication. At LOL some of the rooms are cramped for the number of students placed in them and some do not have direct light.

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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 The in-house materials include coursebooks at all levels, support materials, online and self-study resources. There are specific resources for general English, IELTS preparation and other examinations. 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 course books. Supplementary materials and coursebooks are well organised and easily accessible in the teachers' room at both centres. There is a good supply of computers and laptops for teachers to use.

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

P11 There are well-equipped study centres at both LOC and LOL. Students receive guidance in the use of the study centres and the virtual learning environment (VLE) during their induction. A teacher is available at set times in the morning and afternoon in the study centres to give further guidance. Teachers set homework from the VLE and individual study plans include further VLE suggestions.

P12 Policies for the review and development of resources are 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. Teachers are asked to report any errors in the materials and are free to make suggestions.

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.	Strength

Comments

T1 Three of the teachers working at the time of the inspection did not have Level 6 qualifications. The rationales presented showed that all three 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.

T4 The academic management profile is strong, with three TEFLQ members of the team at each school (six in total) plus additional support from academic administrators. The two DPDoSs each have at least five years' relevant experience and are not timetabled to teach. The four senior teachers do not teach a full-time timetable.

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 good guidance on 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 a getting to know you exercise, a London quiz, a general induction presentation and an academic presentation, an introduction to the study centre and a vocabulary game.

T9 The academic management teams at both LOC and LOL are always available for advice. The academic office at LOC overlooks the staffroom and allows the DPDoS and senior teachers to monitor and be available for support. More directed guidance is provided by CPD sessions on relevant topics and an active programme of paid peer observations.

T10 Permanent teachers are observed 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. Observations are regarded by teachers as developmental and helpful. The school aims to observe new teachers within their first two or three weeks.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant	N/a

language skills.	
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The principles of 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 materials and learning clubs to provide further support.

T12 The in-house materials are regularly reviewed and some of the levels have been revised recently, with others due for review soon. The school, in response to student needs and requests, chooses 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.

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

Comments

T17 Placement procedures are very thorough and effective. 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 The monitoring of students' progress is handled very effectively. Measures include: individual tutorial questionnaires every five weeks; an in-house progress testing system; an 'Individual Student Record', and 'study referral forms' guiding students to work on specific areas that they need to improve.

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 from and to the morning and afternoon programmes.

Classroom observation record

Number of teachers seen	37
Number of observations	37
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
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.	Met
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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Not met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

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.

T24 Course profiles of the students were available and the lesson topics were relevant to the interests and needs of the students.

T25 Learning outcomes were generally made known through the coursebook, and occasionally written on a board. Intended outcomes in the electives were sometimes not clear to students.

T26 In stronger sections there were good examples of elicitation, questioning, concept check questions, deducing meaning from context, all achieved through varied activities. In weaker segments there was limited use of basic ELT techniques such as eliciting, demonstrating meaning, checking understanding, and the setting of clear focus tasks.

T27 Teachers used IWBs and other technology confidently and appropriately, which generally 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. Instructions were clear and were usually checked.

T28 There was very little evidence of teachers using techniques to ensure the correct use of target language. Correction techniques in general were not evident.

T29 There was very little evidence of the evaluation of learning taking place in the lessons. In some cases there was no clear focus for the lesson, so it was unclear to the students what they were learning.

T30 In the majority of classes students were involved and teachers had created a very positive atmosphere, particularly where the teacher was confident and knowledgeable and had a strong presence and a good command of techniques.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to less than satisfactory with the majority being good or satisfactory. The teachers demonstrated a sound 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. There was limited evidence of relevant correction or evaluation of learning in the observed lessons. There was a positive atmosphere in nearly 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.	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.	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 Regular external and internal risk assessments are carried out at both schools, and plans put in place to

address any issues. The frequency of fire drills has been increased and these are scheduled to cover both morning and afternoon classes. New students are shown the muster locations during their induction walk. Members of staff are trained in fire marshal duties. There are appropriate protected entry and security measures in place in both premises.

W3 Students receive a good level of care from the welfare and student services staff, as well as from other staff, homestay hosts and staff in the residences. Students are introduced to the welfare officer during their induction and there are photographs on noticeboards directing students to the appropriate person to approach with particular problems or questions. Under 18s have a special induction and regular meetings with the welfare officer.

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. Students on short courses are advised to attend the local walk-in centres and longer-term students to register with a local doctor. 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.	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.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W9 All the homestays visited were of an acceptable standard, provided the necessary services and facilities and offered a welcoming, homely atmosphere. However, in some cases untidiness and clutter impeded cleanliness and the bathrooms would benefit from redecoration.	
W11 The experienced homestay visitor makes all the initial and follow-up inspections. She works from her own home, but goes into the school once a month to exchange information with the accommodation team, who make the placements, and for any updates.	
<i>Accommodation: homestay only</i>	
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 student was in a homestay with four other students, three from another language school.	
<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	N/a

payment arrangements are clear.	
Comments	
The applicable criterion in this area is 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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	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	
<p>W23 The weekly programmes offer information about local events and attractions, and tickets at discounted prices. The school works closely with another organisation that offers guided tours and excursions to places of interest outside London. A member of staff is located in the student lounge at each school to offer advice, information and help with arranging trips and visits.</p> <p>W24 The social programme is shared by both schools and therefore is designed to appeal to the majority of students at both. Additional events are arranged for LOL students (for example, guest speakers). However, some of the regular weekly activities on the programme are not suitable for the under 18s, who are not offered alternative activities.</p> <p>W25 The full-time social programme manager spends time at both schools and is available to students at break times. The social programme is well organised and offers students accompanied activities, as well as the opportunity to attend events independently.</p>	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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	
<p>Students aged 16 and 17 are accepted at LOC and at the time of the inspection there were 31 students aged under 18.</p> <p>S4 Procedures regarding the safer recruitment of homestay hosts are in place, but in one case a DBS check for the main carer had been accepted from an employer, and there was no evidence that other adults in the household had been checked.</p> <p>S7 Parents are required to provide details of private living arrangements, when the accommodation is not being provided by the school. In two cases the forms had not been completed correctly, and in one case a 17 year-old was living alone in a student residence and the school was unaware of this.</p>	

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	2002 as Covent Garden Aspect ILA
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	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	1970 under other ownership and management
Ownership	Name of company: Aspect Education Ltd Company number: 4053877
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	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	515	632
Full-time ELT (15+ hours per week) aged 16–17 years	31	61
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	546	693
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0

Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–40	16–40
Adult programmes: typical length of stay	5 weeks	5 weeks
Adult programmes: predominant nationalities	Italian, Turkish, Chinese, Russian, Brazilian, South Korean, Japanese, Saudi	Italian, Chinese, Turkish, Brazilian, Russian, Argentinian, Saudi, Japanese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	34	34
Number teaching ELT 20 hours and over a week	30	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	6	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6
Comments	
One of the TEFLQ senior teachers at LOC was on paternity leave in the week of the inspection but is included in the profile. Senior teachers normally teach up to 15 hours and occasionally up to 21 hours per week. The DPDoSs are not scheduled to teach.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	33
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	37
Comments	
Three senior teachers were teaching in the week of the inspection and are included in the figures above.	

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	155	24
Private home	0	0
Home tuition	0	0
Residential	145	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	5
Staying in privately rented rooms/flats	215	2
Overall totals adults/under 18s	515	31
Overall total adults + under 18s	546	