

Organisation name	Kaplan International Languages, London Covent Garden
Inspection date	13–15 and 17 March 2023

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W11, S4 and S7 have been addressed. The required evidence was subsequently submitted.

Summary statement

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

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic management and learner management.

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

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

Introduction

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

The schools in the UK operate according to common policies and procedures established and managed by the senior management team in the Head Office (HO) in west London. Three weeks prior to this inspection, a virtual inspection visit to the HO was carried out by two inspectors, who were the reporting inspector and the co-inspector at this inspection. The visit to the HO gave the inspectors the opportunity to discuss various aspects of the organisation's development and operations with senior managers. This included information about centrally developed policies as well as an introduction to the in-house course materials. The centrally developed policies and procedures are for strategic and quality management, staff management and development, student administration, publicity, learning resources, academic management, course design, learner management, welfare and student services, and safeguarding. KIL produces its own teaching and learning materials, which form a core part of the design of nearly all of its English courses.

The structure of the organisation was affected by the recent pandemic and several new appointments have been made. The principal was promoted in January 2023, having previously had the joint role of director of studies/principal since 2021. The accommodation and welfare manager was recruited in November 2022 and is responsible for both London Covent Garden (LOC) and their sister school, London Bridge 30+ (LBR). Other student services staff have been in post for less than eight months.

Courses for students aged 25+ were originally run from Kaplan Leicester Square (now closed) but transferred to LOC in August 2020. Since January 2023 courses for students aged 30+ have been taught from premises shared with Kaplan University Pathways (KUP) and the LBR school will undergo a separate new inspection.

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

Address of main site/head office

3–4 Southampton Place, London WC1A 2DA

Description of sites

KIL London Covent Garden operates from leased premises in central London close to extensive transport links, local amenities and places of interest. On the lower ground floor there is the staffroom, an office for the DoS, senior teachers and/or the academic administrators, 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 large room used for testing and induction and as a classroom during busy periods, 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 are two classrooms separated by a dividing screen. 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.

During peak periods classes are also held at a second site, Pushkin House, an independent Russian cultural and exhibition centre located two minutes' walk from the main centre. The school is able to lease up to four additional classrooms on a weekly basis. During the peak summer period all four rooms are used in both the morning and afternoon. The rooms vary in shape and size across three floors, with three that comfortably accommodate the maximum number of students publicised, and another that is slightly smaller. No other facilities or break out areas are available for staff or students but they can return to the main school during breaks in classes.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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. Students can choose 15 or 21 hours of classes per week in a combination of general English and elective skills classes, with an optional 5.25 hours of access to online self-access materials. Students aged 16 and 17 are accepted on the adult courses.

Management profile

The principal is responsible for the day-to-day running of the school and also acts as the deputy designated safeguarding lead. He is also TEFLQ and assists with academic matters as and when necessary. The accommodation and welfare manager is responsible for health and safety, welfare, and management of homestay accommodation, and is the safeguarding lead. The SSM looks after front of house operations and student enquiries. The DoS is responsible for academic management and the recruitment of teachers.

Accommodation profile

The school offers accommodation in four residences run by an external provider, and in half-board homestays which are almost all managed by the school. A small minority of homestay accommodation is managed by an agency registered with the British Council. Under 18s are accommodated in homestays or stay with family or friends. Accommodation in the residences is either in studios or ensuite rooms arranged in flats with a communal kitchen. Residential accommodation is for adult students only. Homestays and residences are within 30 to 60 minutes travel time of the school.

Summary of inspection findings

Management

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

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation, although some classrooms are cramped and exposed to extraneous noise. A good range of learning resources is available, appropriate to the age and needs of the students. Guidance on these resources is provided for staff and students. *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 sufficient guidance to ensure that they support students effectively in their learning. Courses are generally well structured and managed to be of benefit to students, although there is insufficient guidance for teachers on course planning for the elective classes. Student placement and testing procedures are highly effective. The teaching observed met the requirements of the Scheme. *Academic management* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard. Overall the school provides its students with appropriate pastoral care, but some risks associated with the premises have not been adequately assessed or mitigated. The school offers a range of comfortable, friendly and conveniently located accommodation, which is generally well managed, although some accommodation inspections and safety checks are overdue. The leisure programme is designed to meet the needs of the students.

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 school and in the leisure activities. There is a clear and comprehensive safeguarding policy, and staff receive appropriate training. However, safer recruitment and supervision procedures are not all followed in respect to some aspects of accommodation provision and for contracted staff on site.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

Comments

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

M2 The organisation's goals and objectives are developed at senior and group level and focus on three main areas: people and culture, financial performance, and quality. There are written goals for each of these areas, and performance against these goals is measured. Schools have targets set and there are bonus schemes for staff linked to them. In addition, LOC has its own 'live' development plan with realistic objectives that are closely monitored and updated at regular intervals.

M3 There is a clearly documented and understood structure to the organisation. However, the challenge of recruiting new staff members has led to an increased workload for certain members of staff.

M4 Communication channels are very good, both with HO and within the school. Information updates are passed on to the school from HO and there are regular visits from the management teams. At regional level, quarterly meetings take place with principals, academic managers, accommodation and welfare staff, and student services teams across the group. All staff, including teachers, are invited to Town Hall meetings. Monthly departmental meetings take place within the school, minutes are taken and actions logged.

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

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

Comments

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

M12 There is a comprehensive annual appraisal system in place for all staff which sets out targets and areas for development and is closely linked to the continuing professional development (CPD) programme. Teachers at the focus group commented on how supportive the process was. All staff have been appraised by their line managers, including the senior management team at the school.

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

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

Comments

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

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

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

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not 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. The website is considered the main source of publicity for the school. It includes a downloadable fact file on LOC. Instagram posts are updated regularly by both HO and the school team.

M22 The website generally gives rise to realistic expectations but there are occasional inaccuracies or embellishments. LOC no longer offers a 30+ or business course, both of which still appear on the website. A study centre, library and computer lab are promoted when in reality these are one in the same: the study centre. No mention is made of the additional teaching premises used during peak periods.

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

M24 Students and teachers reported that classes exceeded the advertised maximum number of students at times.

M25 Information on exam fees is not provided with course prices and there is inconsistency with transfer prices in the departure guide.

M26 Insufficient information is provided on the website on the care and support offered to students aged 16–17 on adult courses.

M27 It is not made clear that accommodation is sometimes arranged by an agency. Travel times to residences from the school are unrealistic.

M28 The statement that "All teachers have a level of education normally represented by a degree and they also have a CELTA or equivalent qualification" could not be supported at the time of the inspection.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Not 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

P2 Some classrooms struggle to accommodate the maximum number of students. Students and teachers commented that some rooms are stuffy and required additional ventilation either via open windows, doors or portable air conditioners, all of which led to additional noise interference. One classroom can only be accessed by walking through an adjacent classroom which is disruptive and some rooms suffered from noise interference from

adjacent neighbouring rooms. Teachers and students complained about the palette chair classroom furniture being in need of repair, difficult to manoeuvre and uncomfortable, and that they sometimes struggled to see the IWB in some classrooms due to the number of students in class.

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.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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.	Met

Comments

P7 All students on general English and IELTS preparation courses receive in-house materials including coursebooks at all levels and online self-study materials. The content is appropriate to the needs and interests of the students and is regularly updated. Students on elective programmes receive photocopied materials.
P9 All classrooms have educational technology which teachers used confidently and very competently. Students have access to additional computers and laptops in the study centre, and access to Kaplan online study materials.
P10 Online study materials are integral to the Kaplan course. The study centre is well equipped and resourced. Students are actively encouraged to use online resources for homework tasks and to foster independent learning.

Teaching and learning

Academic staff profile	Area of strength
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 A rationale was accepted in the context of this inspection for a teacher without a Level 6 qualification on the basis that he is currently enrolled on a course with the Open University and previously followed a three-year university course which he failed to complete.
T2 Rationales were accepted for two teachers without standard ELT qualifications. One teacher is currently undertaking a CELTA course and the other is due to start a similar course in April of this year. Both have online teaching qualifications, have been observed by the academic management team and regularly attended CPD workshops.
T4 The academic management team is strong. The DoS and senior teachers are all TEFLQ, as is the school principal. The DoS has considerable experience in the role and a range of teaching experience. Additional support is available from the academic administrators (TEFLI). The academic team do not have a full-time teaching schedule but are available for cover teaching.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met

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

Comments

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

T7 There are very effective cover procedures in place. Academic administrators and senior teachers are available to provide last-minute cover and there are systematic procedures for dealing with short and longer-term planned absences. Course plans and records of work ensure continuity at all times.

T9 The academic office overlooks the teachers' room and allows the DoS, senior teachers and academic administrators to monitor and provide support. Paid peer observations provide opportunities for development and teachers at the focus group commented very favourably on the level of support available to them.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The principles of course design are clearly stated in the KIL global curriculum and in the teachers' handbook. The curriculum underpins the K+ coursebooks which form the structure for all general English courses. Books are divided into 'lessons' and aim to provide teachers with a solid foundation of resources for their teaching but can be supplemented to further address students' needs. However, there is no written guidance on elective programmes and at the time of the inspection syllabuses were not available to teachers.

T13 Course outlines are displayed in K+ coursebooks and weekly plans are posted in classrooms. Daily objectives are introduced at the start of lessons. An 'aims and objectives' form is completed every Monday for elective classes and displayed on classroom walls. Students at the focus group commented that they appreciated being informed of what they will study every day.

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

Comments

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

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

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

Classroom observation record

Number of teachers seen	24
Number of observations	24
Parts of programme(s) observed	All
Comments	

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

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

Comments

T23 Teachers generally produced accurate and natural models of written form and provided good explanations of grammar and vocabulary. In better segments spoken models featured prominently and included contracted forms and clear modelling of pronunciation, including phonemes. In weaker segments, however, there were examples of mispronunciation of sounds and occasional inaccuracies in grammar.

T24 Lessons were well planned and included detailed profiles, including notes for differentiation tasks and students' preferred learning styles. Topics were relevant and interesting, and the choice of materials appropriate. Anticipated problems and solutions were also included in plans.

T25 Lessons followed a logical and coherent sequence of activities on the whole. In better segments, reference was made to previous learning and outcomes were clearly expressed and explicitly discussed with students. The choice of activities was aligned with learning outcomes in the majority of lessons.

T26 A range of appropriate teaching techniques was observed including nomination, elicitation, gesture and mime, and drilling. While there were some very good examples of concept checking questions, in weaker segments group-based elicitation and a lack of effective nomination resulted in the loudest voice or dominant student being heard at the expense of the most accurate student.

T27 Technology was used competently in all lessons: interactive whiteboards, projectors and mobile phones were used to good effect. Instructions were mostly clear and checked, and consideration was given to student groupings. Coursebooks were brought to life through a variety of inventive ways and supplementary materials were also used well on the whole.

T28 Examples of delayed, on-the-spot, and peer correction were observed. There were good examples of effective monitoring leading to feedback on both task fulfilment and errors. However, there were occasional missed opportunities for feedback on incorrect pronunciation, in particular.

T29 Lessons were well staged and activities to check that learning was taking place included reviewing language taught in previous lessons and using productive tasks to check students' use of new language. Aims were explicit and referred to throughout the lesson in better segments.

T30 Teachers created a positive learning atmosphere on the whole, and students were motivated and engaged. In most lessons the pace of the lesson was good and delivered with energy and enthusiasm, although in weaker segments teachers moved on too quickly without fully exploiting each task and there were instances of excessive teacher talk. However, teachers were encouraging, and had clearly developed a very good rapport with their students and most lessons included a high degree of personalisation to ensure students could use the target language naturally. It was clear that learning was taking place in the majority of lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory or better. Lessons were planned and aimed to satisfy course objectives, and outcomes were made clear to the learners. Teachers used a range of appropriate techniques on the whole and exploited learning resources competently. Classroom management was strong and technology was used competently. Lessons were well staged but there were missed opportunities to provide feedback and error correction. However, a positive learning environment was observed overall.

Welfare and student services

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

Comments

W1 There is a premises risk assessment for the main site. However, it does not identify or address the risks posed by upper floor windows many of which open fully without restrictors. In addition, at the time of the inspection the premises used for overspill classes were not adequately risk assessed. A risk assessment for these premises was developed during the inspection and this is no longer a point to be addressed.

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

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

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

W7 Students receive very good information and advice about life in London prior to their arrival. This is followed up with a comprehensive interactive induction with further useful guidance.

W8 There is very good medical and mental health first aid provision in the school. First aiders are made known to staff and students through induction and posters, and record keeping for first aid incidents is detailed and clear. Students are provided with clear guidance on how to access healthcare in the UK through induction and a very helpful leaflet.

Accommodation	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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Of the homestay files sampled, some had not been visited for more than two years. In addition, gas safe certificates had not been renewed annually, and fire risk assessments were not sufficiently updated.

Accommodation: homestay only

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

Comments

All the criteria in the above area are fully met.

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.	N/a

Comments

The relevant criterion in this area is 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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

All the criteria in the above area are fully met.

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.	Strength

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

The school accepts 16 and 17 year-old students onto its adult courses. Closed groups of students aged 14 and over are accepted throughout the year. At the time of the inspection there were 20 students aged under 18 in the school. During peak weeks, the school has approximately 50 under 18s out of a total of 600.

S1 There is a clear and comprehensive safeguarding policy in place. The policy has been developed with expert input and is implemented through a good range of systems and supporting documents.

S4 The school does not have references on file for a number of homestay hosts who are hosting under 18s and have been recruited since 2016. In addition, there are not appropriate suitability checks in place for the contracted cleaning staff working in the school.

S7 The school has not carried out checks to ensure that the adult supervision for students living in private accommodation with people other than their parents provides a satisfactory level of care.

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	2018
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 Head Office; accredited schools in Bath, Bournemouth, Cambridge, Edinburgh, Liverpool, Manchester, Oxford, Torquay, Alpadia Summer School
Other related non-accredited schools/centres/affiliates	Kaplan Dublin, Vancouver, Toronto, Boston, Chicago, Los Angeles, New York, San Francisco – Berkeley, Santa Barbara, Seattle, Sydney, Melbourne, Brisbane, Adelaide, Perth

Private sector

Date of foundation	1974
Ownership	Name of company: Aspect International Language Academies Ltd 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	N/a
Details of any additional sites not in use at the time of the inspection and not visited	Pushkin House, 5a Bloomsbury Square, London WC1A 2TA

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	438	545
Full-time ELT (15+ hours per week) aged 16–17 years	20	55
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	458	600
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	0
Adult programmes: typical age range	16–30	16–30
Adult programmes: typical length of stay	6 weeks	3
Adult programmes: predominant nationalities	Italian, French, Korean, Chinese, Brazilian, Turkish	Italian, French, Korean, Chinese, Swiss, Turkish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	24	30
Number teaching ELT 20 hours and over a week	21	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	4	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	0	

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	2
Total	4
Comments	
Two academic administrators assist the academic management team with student enquiries and academic administration duties.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	20
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	24
Comments	
The senior teacher was covering a class for a sick teacher for 15 hours during the week of the inspection.	

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	133	13
Private home	0	0
Home tuition	0	0
Residential	155	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	7
Staying in privately rented rooms/flats	150	0
Overall totals adults/under 18s		
	438	20
Overall total adults + under 18s	458	