

Organisation name	Kaplan International Languages, Torquay
Inspection date	26–27 June 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.

Summary statement
<p>The British Council inspected and accredited Kaplan International Languages, Torquay in June 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+), young people (16+) and under 18s and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of student administration, premises and facilities, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>There is a need for improvement in publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Kaplan International Languages Torquay (KILT) is part of a global organisation of English language schools in the UK, Ireland, USA, Canada, and Australia and is one of ten year-round schools in the UK. Founded in 1992 and previously operating as International House Torquay (part of the WELS Group), the school has been part of the Kaplan global organisation since 2009 and has been called Kaplan International Languages since 2019.

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

Courses are offered for students aged 16 and over year round and for young learners aged 12 to 18 in the summer, as well as in closed groups during the year. A course specifically for students aged 40 plus runs for two weeks twice per year. Most students are recruited by the central sales office, agents or education tour operators.

Since the last inspection, whilst the courses offered and the premises used remain unchanged, the staffing structure of the school has been streamlined. Specifically, there is no longer a principal at the school and a joint principal role for Kaplan Bath and Torquay has been created, based at the school in Bath. The role of school manager covers aspects of general management, health and safety, and the leisure programme. The roles of student services, accommodation and welfare manager have been combined into one role covering all three areas. The senior teacher position has been dissolved, as has the social programme manager position, and the role of academic support manager (ASM) has been created.

This inspection took two days. Meetings were held with the principal, the school manager (SM), the director of studies (DoS), the student services manager (SSM), and the ASM. Separate focus group meetings were held with a group of adult and young learner students and with teachers of each age group. The inspectors observed segments of lessons taught by all of the teachers on the timetable, including the DoS who was covering a class for one day. One inspector conducted virtual visits of the residence and two homestays.

Address of main site/head office

30 Ash Hill Road, Torquay TQ1 3HZ

Description of sites visited/observed

The adult school occupies a detached two-storey house about ten minutes' walk from the town centre. On the ground floor there is a reception area, offices, the teachers' room, a student café/common room and one classroom. On the first floor there are a further eight classrooms and a study centre. Outside, there is off-street parking, a terrace, a garden and a swimming pool.

The junior school (13 Castle Road, Torquay TQ1 3BB) occupies a detached three-storey house about three minutes' walk from the town centre. On the ground floor is a foyer, reception office, activities office, and the teachers room and staff toilet. On the first floor are a further four classrooms and student toilets. The second floor has one additional classroom. A common room with eatery serving area, boys' toilet and three classrooms can be found on the lower ground floor. Patio doors lead out from the common room to the rear terraced gardens on two levels. The upper terrace includes two large gazebos to create shelter and an outdoor food serving area. The lower terrace is a lawned area with a table tennis table.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 a morning timetable of general English classes including preparation for the IELTS test. Students can choose 15 or 21 hours of classes per week in a combination of general English and elective skills classes, which take place after the morning classes. Students are also offered an optional 5.25 hours of additional pre-prepared study materials. Students aged 16 and 17 are accepted on adult courses. Courses for juniors consist of 15 hours of general English per week, activities and excursions in the afternoon, and a full-day excursion on Saturdays, with additional optional excursions offered on Sundays. In peak periods, a double-banking system is used, with some classes running in the afternoons with a morning activity programme.

Management profile

The principal oversees the running of the school remotely from Kaplan International (KIL), Bath, with fortnightly visits to the school and interim virtual meetings with Torquay staff as needed. He is supported by the DoS and the SSM, and by a school manager (SM). The SM is the main point of liaison for the principal for overall management matters. The DoS manages the academic programme and is assisted by the ASM. During the period of the junior summer programme the year-round DoS is based at the junior school and assumes academic management duties there, with the part-time ASM overseeing the adult school. The SSM is responsible for accommodation, front-of-house operations and student enquiries and is the local safeguarding officer for the adult school. The SM oversees premises, health and safety and welfare for the school as a whole and is responsible for both the adults and junior leisure programmes. He is also the designated safeguarding lead (DSL) for both centres.

Accommodation profile

The school offers two types of accommodation: homestay for students of any age, and a residence for students aged 18 and above. In total, the school has 152 homestays registered. At the time of the inspection, 91 students were staying in homestays (55 of whom were under 18), and five in the student residence. The school has exclusive use of the residence, which is just across the road from the school. Students are placed in one of the six ensuite bedrooms and share the kitchen and lounge with the other students.; the managers live on the premises. All homestays are within 30 minutes' distance of the school on foot or by bus.

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 very clearly stated goals and values at group and local levels. The structure of the organisation is appropriate, although staffing levels in the summer are insufficient to deliver the provision and ensure continuity. Aspects of publicity are inaccurate. Staff management is very good and student administration is carried out very efficiently and effectively. *Student administration* is an area 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 very 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 students and staff where needed. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive support, and courses are designed to meet the needs of students on the whole. The administration of student learning is managed effectively. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security and pastoral care are met and the leisure programme is very well managed and meets the interests of the students. The range of accommodation offered is comfortable, clean and appropriate, and there are highly effective management systems and procedures in place. *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are effective systems in place for the provision of safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation provided. Communication of safeguarding policies and practices to all stakeholders is very good. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
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.	Not 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 very clear mission statement, goals and values appear in a number of documents and on posters around the school. They are included in staff and student induction 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 each of them is measured. The school has its own detailed development plans with realistic objectives that are monitored and updated at regular intervals.

M3 While the structure of the operation is clear, staffing levels during the summer are insufficient to ensure the effective delivery of the provision and continuity at all times.

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 and remote meetings with the management teams. Departmental meetings take place within the school, minutes are taken and actions logged, and there is a range of other informal communication channels that ensure there is very effective two-way communication.

M7 The school keeps its self-evaluation document up to date and submits 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 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 companies, Kaplan Inc and Graham Holdings organisation.

Staff management and development	Met
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.	Not 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

M9 Duties and responsibilities of the designated safeguarding lead (DSL) are not specified in the post holder's job description.

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

M11 There are effective comprehensive induction procedures in place which are carried out consistently for all staff. Staff commented very positively about the quality of the induction that they had received.

M12 There are robust supportive appraisal policies and procedures in place. The procedures are integral to the whole school and all permanent staff are engaged with them. In addition, there are effective procedures in place for monitoring and supporting short-term staff.

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

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 is integrated into staff induction and training programmes. 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. All staff at the school are approachable and can offer advice to students.

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 are 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.	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.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

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

M22 Publicity for the 40+ course gives rise to the expectation that all course features are exclusively for students aged 40 plus, when this is not the case. Information on junior courses on the website includes Alpadia branded programmes and policies.

M24 Information on maximum class sizes is not accurate as these numbers were exceeded at the school.

M28 The video on the website describes "very experienced and highly qualified teachers" which is inaccurate.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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 Both the adult and junior centres are well maintained and provide ample space for students outside class time, including generous outdoor facilities and cafeterias and common areas. Staff have comfortable office spaces and private toilet facilities.

P3 Student lounges and outdoor areas are comfortable, well equipped and provide a very welcoming environment for socialising. The adult school has a swimming pool and both centres have shaded marquees and open spaces for relaxation and the consumption of food and drink.

P4 The cafeterias provide a good range of hot and cold drinks and food options at reasonable prices. Students at the focus group commented positively on the range and quality of the food available to them. Free drinking water is also available throughout the day.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met

P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All criteria in this section are fully met.	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments	
T1 All of the teaching team except one hold a Level 6 qualification. A rationale was provided for them and was accepted on the basis of their extensive experience across a wide range of courses relevant to the provision by Kaplan and their engagement in CPD.	
T2 Two members of the teaching team do not hold a TEFL qualification that meets Scheme requirements. A rationale was provided for them and was accepted on the basis of other qualifications and experience that they have, their deployment and the support and monitoring that they receive from the academic management team.	

Academic management	Met
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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments	
T8 The handbook includes good advice on continuous enrolment. In addition, the academic management team provides regular training for staff to support them in using continuous enrolment as a positive.	
T10 There is a systematised approach to observations. Every teacher is formally observed twice per year with a strong focus on constructive reflective feedback and the identification of professional development opportunities.	

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.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 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. However, while there is a clear rationale for the junior course, it does not provide sufficient information on dealing with mixed ability classes or how it has a clear 'fit' with the needs and objectives of the students.

T13 Written course outlines and weekly plans, including intended learning outcomes, are not made available to students on junior programmes, or elective classes.

T15 There are good opportunities for students to develop learning strategies through tutorials. There is very good evidence of independent learning, learner training and reflection being developed in the classroom.

T16 Teachers are encouraged to support students in preparing for the leisure programme and homework is often focused on communicating with the local community. This enhances the learning experience and further develops language skills.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
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.	Met

Comments

T17 Junior classes are grouped according to age and nationality and, although junior students are tested on arrival, no consideration of their level is taken into account when classing students. The range of levels within one class was considered inappropriate.

T18 Students on adult courses take a 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 and academic managers also monitor student progress and evaluate their classroom performance. Junior students are assessed by their teachers against the competencies framework on which the curriculum is based.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Adult general English and electives and junior general English.

Comments

Observations included the ASM and DoS.

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.	Not 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.	Met
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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers provided clear models of spoken English in the majority of lessons but in weaker segments new language was not always explained or checked.

T24 Student profiles varied from comprehensive to minimal. Better plans identified potential problems and included differentiation tasks but weaker plans showed little awareness of students' needs, or cultural backgrounds and, despite a wide range of ability in some classes, strategies to deal with this were not considered.

T25 Outcomes were stated in all lessons, although occasionally these were expressed as teaching aims rather than meaningful student objectives. In better segments, outcomes were clear and checked throughout the lesson.

T26 Teachers demonstrated an appropriate range of teaching techniques, including elicitation, nomination, prompting, and, in better segments, concept check questions.

T27 Interactive whiteboards were used confidently and competently in all lessons, and there was good use of a range of additional technology, including mobile phones, laptops, and video. Instructions were mostly clear but not always checked.

T28 Teachers monitored students effectively and provided appropriate feedback to individuals and small groups during activities. However, feedback on task completion was mostly content based and there were missed opportunities for the correction of consistent errors with grammar and pronunciation.

T29 All lessons included a series of short assessment tasks leading to a final outcome but insufficient attention was paid to differentiation.

T30 Lessons were very learner centred and students were actively engaged throughout. Teachers had developed a good rapport with their learners and lessons had good pace and a variety of activities. Instructions were mostly clear.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers showed a sound knowledge of language and provided appropriate models on the whole. However, it was not always clear how students' needs or interests had been considered when preparing lessons. Techniques were appropriate and teaching materials and resources were exploited well. There were missed opportunities for correction. Lessons activities were engaging and student centred.

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.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
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.	Met

Comments

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 the UK prior to their arrival. This is followed up with a comprehensive interactive induction with further useful guidance on life in Torquay from the student app and from school staff.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 Students commented very positively about both homestay and residential accommodation. Hosts were praised for their friendliness and the comfortable living environment. This was confirmed by virtual visits to homestays and the residence, all of which had spacious rooms with very good facilities.

W12 Students receive personalised pen portraits of their homestay hosts and family members. Hosts are encouraged to contact students before arrival.

W14 Accommodation providers receive very clear information from the school confirming rules for the provision of services. This includes guidance on the homestay hosts' app, as well as regular reminders of rules and annual training for hosts.

W15 Students commented on the high quality of food offered by their hosts. Information for homestays on how to provide a well-balanced diet is included in handbooks and on the homestay app, and guidance on how to cater to students with particular dietary requirements is also provided.

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

Comments

All criteria in this area are fully met.

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

Comments

The relevant criterion in this area is fully met.

Leisure opportunities	Area of strength
------------------------------	------------------

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 The school provides comprehensive information about things to do in Torquay and further afield through a variety of sources, including the adult and junior student apps, first day induction and noticeboards around the schools. Staff are available to assist with booking tickets and offer further advice on places of interest.

W24 Both the adult and junior leisure programmes provide an excellent range of sporting, cultural and social opportunities for students, including specific events for under 18s on adult programmes.

W25 Activities and excursions are well prepared, activity leaders are fully briefed and follow clear itineraries. Student worksheets are included in most activities and are linked to lessons.

W27 The school's activities staff are experienced and receive good relevant training and comprehensive briefings for activities. In addition, the school works closely with external providers who are well-established activities and tour professionals.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
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.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16 and 17 year-old students on adult courses throughout the year. At the time of the inspection there were eight students aged under 18 at the adult school. During peak weeks, the school has approximately 25 under 18s out of a total of 120 students. The junior centre operates for nine weeks in the summer for students aged 12–17 years. At the time of the inspection there were 48 students on this programme, rising to a peak of approximately 115 in July.

S1 There is a clear group-wide safeguarding policy in place. The policy has been developed with expert input and is implemented through a good range of systems and supporting documents. A named member of staff is responsible for implementing this policy and responding to child protection allegations. However, the policy does not specify how there will be sufficient safeguarding provision in schools where the local safeguarding officer is based in a separate building from the junior summer school.

S2 There is very good basic level training and guidance in place for all adults coming into contact with under 18s. This includes useful updates and training for all, as well as additional training from local authority representatives for school staff members.

S4 There are excellent recruitment procedures in place and complete documentation for all staff with access to under 18s. Suitability checks are up to date and on file for all staff, hosts and contractors.

S6 There are very clear rules for what students may do outside the scheduled programme, and these are clearly communicated to staff, contract staff and homestay hosts. Additional support and guidance is provided for homestays in the form of regular reminders, annual updates and training.

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	As a Kaplan school, 2010
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2021 (Kaplan summer schools)
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1992 (as International House Torquay - member of the WELS Group)
Ownership	Name of company: Aspect International Language Academies Ltd. (in turn owned by Kaplan, Inc) Company number: 2162156
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	In peak week: July 2023 (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	39	55
Full-time ELT (15+ hours per week) aged 16–17 years	19	55
Full-time ELT (15+ hours per week) aged under 16	37	60
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	95	170
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian, French	Spanish, Swiss
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–24	18–22
Adult programmes: typical length of stay	3 months	1–2 months
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti, French	Saudi Arabian, Kuwaiti, French

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	12
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2

Comments

The ASM was scheduled to teach for nine hours during the week of the inspection. The DoS was not scheduled to teach but covered a class for an absent teacher for 4.5 hours on the first day of the inspection. The ASM is not TEFLQ but has more than three years' experience in the role. A rationale was provided for him and accepted in the context of this inspection based on his experience.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	5

Comments

Rationales were provided for two teachers without appropriate ELT qualifications.

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	34	52
Private home	0	0
Home tuition	0	0

Residential	5	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	4
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	39	56
Overall total adults + under 18s	95	