

Organisation name	Kaplan International English Torquay
Inspection date	19–20 June 2018

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that the weaknesses in W2 have been addressed.

Summary statement

The British Council inspected and accredited Kaplan International English Torquay in June 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, course design, learner management, teaching, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Kaplan International English (KIE) Torquay is part of a global organisation of around 40 English language schools in the UK, Ireland, the USA, Canada, Australia and New Zealand. It is one of 11 year-round schools in the UK. KIE Torquay, founded in 1992 and previously operating as International House Torquay, was bought by Kaplan International in 2009 and rebranded at the start of 2010.

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. Two months prior to this inspection, an inspection visit to the HO was carried out by two inspectors, one of whom was the reporting 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 cover strategic and quality management, staff management and development, student administration, publicity, learning resources, academic management, course design, learner management, welfare and student services, and safeguarding. KIE produces its own teaching and learning materials, which form a core part of the design of nearly all of its English courses.

Almost all students are recruited by the central sales office or by agents. In the winter, a large proportion of students are relatively long stay, many of them from the Middle East. In the spring and summer there are more short-stay students, both individuals and groups, with a typical age range of late teens to early twenties.

The inspection took place over two days. The inspectors had meetings with the principal, the director of studies (DoS), the school manager, in his role as social programme organiser, the student services manager, and the accommodation and welfare officer. Focus group meetings were held with teachers and students, including a group of under 18s. All teachers timetabled during the inspection were observed. One inspector visited three homestays and a residence.

Address of main site/head office

30, Ash Hill Road, Torquay TQ1 3HZ

Description of sites visited

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

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Morning classes run between 09.15 and 12.45 with elective classes in the afternoons. Students aged 16 and 17 are enrolled on adult courses. The majority of students attend intensive English courses with 28 x 45-minute lessons (21 hours) a week but some choose an option that involves 20 x 45-minute lessons (15 hours) a week. Some students follow academic semesters of 20 or 24 weeks or academic years of 32 weeks. Students can also choose English for business courses or examination preparation courses which involve general English classes in the mornings with six hours of business English or examination preparation classes in the afternoons. Students only have one-to-one lessons as additional classes. Closed groups of young learners can come at any time of the year. There have been two such groups this year.

Summer young learners' courses, for students aged 12 to 17, are run in a separate building a few minutes' walk

from the main school. These courses are accredited separately in conjunction with Kaplan young learners' courses in Bath.

Accommodation profile

KIE Torquay offers two types of accommodation: homestay for students of any age, and a residence for students aged 18 and above. At the time of the inspection, 29 students were staying in homestay (11 of whom were under 18), and five in the student residence. One inspector visited three homestays, one of which was hosting a student under the age of 18, and the residence, where students are placed in one of the six ensuite bedrooms and share the kitchen and lounge with the other students. The school has exclusive use of the residence, which is just across the road from the school, and the owners live on the premises. All the homestays visited were within walking distance of the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Channels of communication are very effective and quality assurance procedures work very well. Staff management and development are given careful attention and student administration benefits from effective centralised systems and procedures. Publicity is generally clear and accurate. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The school building provides staff and students with a very pleasant and comfortable environment for both work and relaxation, with a well-equipped staffroom, and well-decorated and appropriately furnished common spaces and classrooms. Learning resources, both print and digital, are appropriate in both number and content. The learning centre and online learning materials are well designed and managed, with good guidance provided for staff and students. *Premises and resources and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is appropriate for the student profile. Academic management is strong with excellent support provided for teachers. Courses are designed centrally to meet the specific needs of the school's students, with additional adjustment afforded by elective classes. Learner management is highly effective. The teaching observed met the requirements of the Scheme and was generally of a high standard. *Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security. Students are very well cared for both in the school and in their accommodation. Information is presented clearly and there is a full and varied social programme. The leisure programme, accommodation and all student services are efficiently managed by experienced and well-trained staff. *Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18. All those involved in the care and supervision of these students receive a good level of support and training. Students are well supervised and effective rules, monitoring and sanctions are in place to ensure their safety outside the scheduled programme. *Safeguarding under 18s* is an area of strength.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M3 There is a very clear structure for the ELT operation, both within the school and within KIE's UK operation. There are clear arrangements to ensure continuity.

M4 There are good lines of communication between the different departments at Head Office and the Torquay school. At regional level there are regular meetings of principals, directors of studies, accommodation and welfare managers, student services managers and social programme managers. In the school, there are a number of regular meetings. Administrative staff are encouraged to attend academic meetings and vice versa. Staff have the opportunity to shadow counterparts in other schools. There are two parties a year for homestay hosts as well as a regular newsletter.

M5 There is a wide range of channels for collecting student feedback, including a week one online survey, a quarterly student satisfaction survey and a leavers' survey. The leavers' survey data is collated, analysed and presented to relevant departments. All staff have immediate access to feedback, prior to its collation and analysis.

M7 Led by the compliance and accreditation team at HO, systems, processes and practices are constantly reviewed and evaluated. Individual schools are regularly visited and audited, with action plans prepared and circulated, informed partly by staff and student feedback. The school had completed a thorough self-evaluation using the Scheme's template.

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

Comments

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

M10 Staff files contain references and evidence of DBS checks, ID checks and qualifications verification. Staff involved in recruitment receive appropriate training and make use of well-documented interviewing procedures. The current staff profile is evidence of the school's successful recruitment policy.

M11 Standardised induction procedures are very effective. Even returning teachers receive a thorough induction. Induction is paid for new full-time staff. New staff usually have up to two weeks' overlap with the previous postholder. A new staff booklet provides reinforcement of induction information.

M12 All longer term staff are appraised annually. These appraisals are closely linked to training needs which are listed in a professional development plan (PDP). There are quarterly reviews for all managers with the principal. Capability policies are in place to deal with unsatisfactory performance and may involve personal improvement plans.

M13 A comprehensive training and record plan is kept of the range of training opportunities available for all staff. Teachers benefit from monthly professional development sessions. Other opportunities include an annual national teachers' day, with visiting and in-house speakers. Externally provided training courses for both academic and administrative staff are funded.

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

Comments

M14 Staff receive training in the use of the administrative software. They are able to retrieve student information with ease. Students praised the approachability and helpfulness of administrative staff.

M15 Most advice and guidance is provided by agents, who themselves receive training in Kaplan products and who may also visit schools to refresh their knowledge. Pre-course information is available in 16 different languages.

M20 A clear explanation of the conditions and procedures that might lead to a student being asked to leave the course is given at induction. Students in the focus group were fully aware of these conditions and procedures. An easily understandable poster with cartoon explanations helps students to understand examples of inappropriate behaviour.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The organisation's publicity materials are produced and co-ordinated by a marketing team at HO and comprise a website and printed brochure (with an accompanying *Prices, dates and terms and conditions* supplement), as well as pages on social media.

M24 There is a clear and comprehensive description of all the courses with all required information provided. It is presented consistently across all courses for ease of comparison.

M25 Although information about the costs of examination fees is provided, it is only found under the IELTS preparation course description. It is not included in other examination preparation course descriptions.

M26 Although publicity provides limited information about the level of care and support given to under 18 students, this information is provided in pre-enrolment documentation.

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.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The school is kept in a very good state of repair. The branded decoration is smart and bright. The excellent provision of space for staff and students, including the well-maintained garden, results in a very comfortable environment for both study and relaxation.

P3 A light and airy café doubles as a common room with extensive, covered seating on the terrace outside. A large-screen television inside and a table-tennis table outside are popular with students.

P4 The cafeteria provides a range of tasty, healthy food at affordable prices, as well as drinking water. Student opinion on the cafeteria is actively sought and a recent change in the franchisee was a result of both staff and student feedback.

P5 Signage is smart and effective. Noticeboards are up to date and very well maintained, providing useful and essential information that is both attractive and accessible.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Sufficient in-house materials are provided across a wide range of formats, including coursebooks, support materials, online and self-study resources. They are appropriate for the courses offered, relevant to student needs and interests, and are regularly updated.

P8 Teachers have access to a wide range of materials, including the teachers' books and the interactive whiteboard (IWB) files that accompany the proprietary materials. Materials are well organised and maintained.

P9 Teachers use the IWBs which all classrooms are equipped with confidently, reflecting the in-house training all teachers receive. Students have access to computers, laptops and tablets in the study centre. Technical support is provided by the head office IT team, either remotely or in-school, when the technically-trained DoS is unable to correct problems.

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

P11 Students receive guidance in the use of the study centre and the virtual learning environment (VLE) at induction. Teachers set homework from the VLE every week. The school offers weekly workshops on the use of the study centre and the VLE.

P12 Policies for the review and development of resources are led by the HO team. Evidence of this was seen in the form of the recent editing (and regular revising) of coursebooks and the VLE resources. Teachers inform the leader of the HO team when they find fault with any of the materials.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 Two of the teachers working at the time of the inspection did not have a Level 6 qualification. The rationales presented showed that both teachers had appropriate experience of the world of work, as well as engagement with post-school learning, including a partially completed degree course, and a two-thirds completed course leading towards TEFLQ status. Both rationales were accepted within the context of this inspection.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T8 A number of steps are taken to manage continuous enrolment, including exploiting the in-house materials' spiral curriculum, which ensures frequent recycling of language and skills learned, starting the learning week on Tuesdays and providing advice for teachers in the teachers' handbook.

T9 The DoS, with the help of the more experienced teachers, offer guidance and support. Less experienced teachers praised the support that is always available. Teachers are currently collecting best practice ideas so that guidance is on hand at any time.

T10 Teachers reported appreciation of the observation process and the way in which it is linked to CPD. Written feedback is thorough and helpful with identification of strengths and points to work on. New teachers are observed within two weeks.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Principles are clearly stated in the KIE global curriculum document and in the teachers' handbook. The course structure is laid out clearly in both posters and in each coursebook's teachers' book.

T12 The proprietary materials are under constant review, with a new series of books introduced recently. Teachers can suggest changes to the central writing team at any time. Locally, the school can vary the elective classes it offers to suit the changing needs of students.

T15 Independent learning is an integral part of the package of KIE materials, especially the online materials, which

students work on in their own time. Advice on study skills and on continuing learning after the course plays an important part in tutorials. There is a constant focus on encouraging students to reflect on how they learn and what they can do to improve.

T16 The topics for weekly study clubs, often chosen by students, frequently relate to outside activities, including the social programme. The in-house materials contain a repeated theme of real world English, linking classwork to life outside the classroom.

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

Comments

T17 Students who are going to join a course that requires a specific entry level take the placement test before they arrive, and then again, along with all other students, on arrival. The test covers all skills areas and is accompanied by a needs analysis, discussion of which forms a part of the oral interview.

T18 Progress tests, which are taken every six weeks, are linked to the Common European Framework of Reference. Tutorials, which take place in the same week as the progress tests, include a discussion of the test and a review of the student's progress.

T19 The DoS runs a weekly progress report which helps him to identify students who have reached a learning plateau and these students are given individually tailored structured study plans. Students' progress is then monitored on a regular basis. If students wish to move up a class, they can take a progress test early, but will not be allowed to move if the test result is not good enough.

Classroom observation record

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

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	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.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	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.	Strength

Comments

T24 Content was always relevant to student needs and to their cultural background. Lesson plans included

attention to differentiation.

T26 A wide range of teaching techniques was used to good effect: elicitation, drilling, nomination, pair and group work and activities involving movement were of particular note. Teachers provided effective pronunciation practice and used short drills well.

T27 The IWB was used confidently and imaginatively in all lessons. Students benefited from clear instructions and sensitively arranged pairing and grouping. Teachers made good use of visuals.

T28 Although feedback techniques were a little limited in scope, the methods used were effective.

T30 There was a very positive learning atmosphere in all the lessons observed, with a great deal of productive student talking time. Teachers mixed nationalities well, gave clear instructions, nominated frequently and made very good use of voice, eye contact and spread of attention to create a good rapport.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to good, with the majority being very good. Teachers demonstrated a sound knowledge of both the use of English and the linguistic systems underlying it. In most cases, lessons had been carefully planned with learners' needs in mind and with relevant learning outcomes. Classroom resources were well used, particularly the IWB, and teaching techniques were nearly always well chosen and expertly executed. Feedback techniques were a little limited in scope but those methods used were used effectively. Rapport was invariably good, with students learning in a positive atmosphere, created jointly through the teachers' skill and the students' enthusiasm.

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

Comments

W1 The comprehensive premises risk assessments are regularly reviewed and updated. The school and the owners of the private residence, which the school has exclusive use of, draw up risk assessments together and ensure appropriate measures are in place. Fire drills are held quarterly and there are several trained fire marshals to ensure cover at all times. The full-time caretaker monitors the safety of the site at all times.

W2 Plans to respond to any emergency at a local level have not been formalised and are not known by staff or students.

W3 Students are introduced to the welfare officer during their induction and posters with photographs direct students to the relevant staff member if they are having problems. The tutorials include questions about pastoral issues and staff and homestay hosts are encouraged to share any concerns they have about individual students. It is compulsory for all under 18s attend weekly meetings with their special tutor.

W4 There are effective policies available for staff and students for promoting tolerance and respect. Information in handbooks and well-presented posters ensure awareness and understanding of the policies and procedures.

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

W8 A good proportion of staff have received up-to-date first aid training, including the school's driver/guide. Staff are available to accompany students to the walk-in centre or hospital and homestays help their students to register and to make appointments with their own GPs.

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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
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 All the homestays and the residence visited offered a good quality of accommodation. There was a high standard of cleanliness in the three homestays and the residence and its bedrooms were spacious and comfortable. The residence offers comfortable and well-equipped communal areas as well as use of the well-maintained gardens. Feedback shows a high level of satisfaction with the accommodation.

W11 Extremely efficient procedures and record keeping are in place which ensure that all the relevant checks and certificates are in place and kept up to date. The accommodation officer and assistant are very experienced both in visiting and supporting homestay providers and also in using the computerised systems and accessing records.

W13 There is a first-week questionnaire and any issues raised then or throughout the student's stay are dealt with quickly and effectively. Students are always asked about their accommodation on an individual basis soon after their arrival. All actions taken are recorded and homestays hosts are kept informed about the feedback received.

W15 Homestay providers receive very helpful advice about preparing meals and they are encouraged to share popular recipes with each other. Student feedback is consistently positive about the meals received in their homestays.

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 criteria in this area were 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 applicable criterion in this area was 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	
<p>W23 Students are kept well informed about social, cultural and other events. There is a large noticeboard in the dining area displaying well-presented notices about all the weekly events available both on the social programme and in the local and surrounding areas. The topics for weekly study clubs often relate to outside activities, including the social programme. Staff are always willing to help with the booking of tickets.</p> <p>W24 There is an excellent and varied programme of scheduled activities, with one half-day and one full-day excursion every week. There are separate age-appropriate events for under-18s.</p> <p>W25 Events are well resourced and efficiently organised by the school manager, who has been the school's social programme organiser for a considerable number of years. A wide variety of activities is offered and as far as possible the programme is planned to match students' requests and interests.</p> <p>W27 The school has its own minibus and driver, who is also an experienced guide with an ELT qualification. Staff who lead activities, all of whom have relevant experience, receive appropriate guidance and training.</p>	

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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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	

At inspection there were 11 students aged under 18, all accommodated in homestays arranged by the school. At peak last year there were 32. Closed groups of under 18s are accepted through the year. This year there have been two groups of under 18s, one of 12 to 17 year-olds and the other of 12 to 15 year-olds.

S2 All staff and homestay hosts receive basic awareness training. Homestays receive additional guidance at an annual social occasion and in the regular newsletters. The principal and three staff members have received training to specialist level and they have also completed online safer recruitment courses.

S5 There are specific risk assessments for both closed groups and individual under 18s sharing the premises with adults. Effective measures are in place to minimise the identified risks. Special social programmes are arranged for the groups and separate events are included in the year-round social programme for under 18s. On activities, any under 18s are adequately supervised and are always accompanied by experienced leaders from the school as well as any group leaders who come with the groups.

S6 The rules are made very clear to students on arrival during their special induction and they are reminded of these during their weekly meetings. During their tutorials their awareness of the rules is checked. There are different curfew times and rules for different age groups and set procedures and sanctions if students break the rules.

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	1994 (as International House Torquay); 2010 (as Kaplan Torquay)
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Kaplan International English UK schools in Bath, Bournemouth, Cambridge, Edinburgh, Liverpool, London Covent Garden and Leicester Square, Manchester, Oxford. Kaplan International in the UK, Ireland, Australia, New Zealand, Canada, the USA, Singapore.
Other related non-accredited schools/centres/affiliates	Kaplan International schools in Ireland, Australia, New Zealand, Canada, USA and Singapore.

Private sector

Date of foundation	1992 (as International House Torquay); 2010 (as Kaplan Torquay)
Ownership	Name of company: Kaplan Inc (bought by Graham Holdings Nov 2013) Company number: 05268303.
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	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	27	88
Full-time ELT (15+ hours per week) aged 16–17 years	11	32
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	38	120
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–22	18–23
Adult programmes: typical length of stay	5–8 weeks	2–3 weeks
Adult programmes: predominant nationalities	Saudi, Spanish, Turkish	Saudi, Spanish, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	9
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The academic manager was not teaching.

Teacher qualifications profile

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

None.

Accommodation profile.

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	18	11
Private home	0	0
Home tuition	0	0
Residential	5	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	4	0

<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	27	11
Overall total adults + under 18s	38	