

Organisation name	Kaplan International English, Summer Schools (Multicentre)
Inspection date	18–22 July 2016

Section standard	Met	Not met
<b>Management:</b> The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resources and environment:</b> The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Teaching and learning:</b> Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Kaplan International English, Summer Schools in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language teaching organisation offers residential and homestay vacation courses for under 18s and for closed groups of under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, care of students, and leisure opportunities.

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

**Organisation profile: multicentre**

**1. Collated data for whole organisation (including eligible centres not inspected)**

<b>Inspection history</b>	<b>Dates/details</b>
First inspection	1978 as Angloworld 1990 for first young learner schools
Last full inspection	July 2012
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) by this multicentre organisation	None
Other related accredited schools/centres/affiliates	Year-round schools in London, Oxford, Cambridge, Manchester, Liverpool, Bournemouth, Bath, Torquay, Edinburgh
Other related non-accredited schools/centres/affiliates	Schools in Ireland, USA, Canada, Australia, New Zealand

**Private sector**

Date of foundation	1974 as Angloworld
Ownership	Aspect International Language Academies Ltd Company No. 4053877
Other accreditation/inspection	N/a

**Premises profile**

Address of HQ	2 <sup>nd</sup> Floor Warwick Building, Avonmore Road, London W14 8HQ
Addresses of centres offering ELT at the time of the inspection	<p>Bath 30 Milsom Street Bath BA1 1DG</p> <p>Bournemouth Fern Barrow Talbot Campus Poole BH12 5BB</p> <p>Brighton Roedean School Roedean Way Brighton BN2 5RQ</p> <p>London Central City and Islington Centre for Applied Sciences 11 Goswell Road London EC1V 7LA</p> <p>Salisbury Godolphin School Milford Hill Salisbury SP1 2RA</p> <p>Torquay 13 Castle Road Torquay TQ1 3BB</p>
Addresses of any additional centres not open or offering ELT at the time of the inspection	None.
Profile of sites visited	In Torquay, the junior vacation courses are held in a period villa, a five-minute walk from the year-round school. There is an entrance hall with seating, a reception area and office for administrative staff and the centre manager/principal. Adjoining is a teachers' room and an office for the director of studies (DoS). On the lower ground floor there is a kitchen and serving counter,

	<p>a student common room with three vending machines, and two classrooms. On the first floor there are four classrooms, and there is a classroom on the second floor. There are toilets designated for students and staff. Outside there is a terraced garden on three levels.</p> <p>In London, courses are held in premises hired from the City and Islington Centre for Applied Sciences. There is a large office and staff toilet on the ground floor in one block. In an adjoining building there are seven classrooms and a common room close together on the ground floor, a dining room on the first floor, and a large hall used for morning assemblies and some evening activities. There are toilets designated for male and female students. Within the confines of the campus, there is outdoor space, with seating.</p>
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<b>Student profile</b>	Collated totals at time of inspection: all centres	Collated totals in peak week (in July): all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	1
Full-time ELT (15+ hours per week) aged 16–17 years	434	434
Full-time ELT (15+ hours per week) aged under 16	843	843
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
<b>Overall total</b> of ELT/ESOL students shown above	1,278	1,278
Minimum age	11	11
Typical age range	12–17	12–17
Typical length of stay	2–3 weeks	2–3 weeks
Predominant nationalities	Italian, Spanish, Argentinian	Italian, Spanish, Argentinian

<b>Staff profile</b>	Collated totals at time of inspection: all centres	Collated total in peak week (in July): all centres
Total number of teachers on eligible ELT courses	82	82
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	57	
Number teaching ELT 20 hours and over/week	25	
Total number of administrative/ancillary staff	139	

#### **Academic staff qualifications to teach ELT/ESOL**

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	6
Certificate-level ELT/ESOL qualification (TEFLI)	70
YL initiated	0
Qualified teacher status only (QTS)	3
Teachers without appropriate ELT/ESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	3
<b>Total</b>	82

These figures exclude the academic manager(s)

**Comments**

The academic managers are not timetabled to teach, although they are available for cover. Five of the TEFLI teachers are also YL initiated. The three teachers requiring rationales are QTS but not in relevant subjects: English or modern languages.

**Course profile (across all centres covered by this accreditation)**

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

Courses are offered for students aged 12 to 17 at all centres except London, where the advertised age range is 14 to 17. Courses for closed groups of students aged under 18 are offered but none have been run within the last 12 months.

**2. Data on centres visited**

<b>1. Name of centre</b>	Torquay
<b>2. Name of centre</b>	London Central
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: these centres					Totals in peak week (July): these centres				
	1	2	3	4	5	1	2	3	4	5
Centres	1	2	3	4	5	1	2	3	4	5
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
<b>ELT/ESOL students</b> (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	1	0				1	0			
Full-time ELT (15+ hours per week) aged 16–17 years	136	91				136	91			
Full-time ELT (15+ hours per week) aged under 16	78	84				78	84			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
<b>Overall total</b> of ELT/ESOL students shown above	215	175				215	175			
Minimum age	11	12				11	12			
Typical age range	12–17 in both centres					12–17 in both centres				
Typical length of stay	2–3 weeks					2–3 weeks				
Predominant nationalities	Italian, Spanish, Qatari,					Italian, Spanish, Qatari,				

Staff profile	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Total number of teachers on eligible ELT courses	11	8				11	8			
Number teaching ELT under 10 hours/week	0	0				0	0			
Number teaching ELT 10–19 hours/week	5	3				5	3			

Number teaching ELT 20 hours and over/week	6	5				6	5			
Total number of administrative/ancillary staff	16	23				16	23			

### Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres											
Professional qualifications							Total number of teachers				
Diploma-level ELT/TESOL qualification (TEFLQ)							3	0			
Certificate-level ELT/TESOL qualification (TEFLI)							8	8			
YL initiated							0	0			
Qualified teacher status only (QTS)							0	0			
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications							0	0			
<b>Total</b>							11	8			

These figures exclude the academic manager(s)

Comments
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All academic managers are TEFLQ.

### Accommodation profile

<b>Numbers at time of inspection: at these centres</b>										
Types of accommodation										
<i>Arranged by provider/agency</i>										
Homestay										
Private home										
Home tuition										
Residential										
Hotel/guesthouse										
Independent self-catering e.g. flats, bedsits, student houses										
<i>Arranged by student/family/guardian</i>										
Staying with own family										
Staying in privately rented rooms/flats										
<b>Overall totals adults/under 18s</b>										

<b>Centres</b>	1	2			
<b>Overall total adults + under 18s</b>	215	175			

### Introduction

Kaplan summer schools for students aged under 18 were being held in six centres in 2016. There are two types of centre: standalone centres known as pop-ups which are managed from head office in London – in Bournemouth, Brighton and London; and centres run by Kaplan year-round schools in nearby but separate premises – in Salisbury, Bath and Torquay. Two centres were selected for inspection, one pop-up – London Central, and Torquay, which is run in premises a short distance from the year-round school. The visit to Torquay was signalled while that to London was not. Around 90 per cent of students are recruited via agents and a number of groups at both centres were accompanied by group leaders.

For the pop-ups there is a central management team based in head office in London: an operations manager, deputy operations manager, an operations support and transfers manager, a social experiences manager, a young

learner sales manager and a young learner client executive. There is also an overall academic manager, based in Liverpool. Some central staff for the young learner courses are seconded for a period of the year from year-round Kaplan schools. Centralised functions for the wider organisation, including those of finance, compliance and marketing, are mainly dealt with in the head office in London. Some members of central staff visit centres regularly.

The inspection took place over five days. At the London head office, meetings were held on the first and last day with the central staff listed above; all except the deputy operations manager. The director of compliance for Kaplan International English was also present on both days.

An afternoon, morning, and part of a second afternoon were spent at the Torquay centre where meetings were held with the centre manager who is principal of the year-round school, the DoS, the school manager/social programmes manager, the accommodation and welfare manager, the accommodation and welfare assistant, and the student services and homestay transport assistant. Focus group meetings were held with students, activity leaders, group leaders and teachers. The lessons of 11 teachers were observed. One inspector visited three homestays.

A full day was spent at the London centre where meetings were held with the centre manager, the DoS, the student services manager, the accommodation and welfare manager, and the social programme manager. Focus group meetings were held with students, activity leaders, group leaders and teachers. Inspectors were present at the morning assembly, and the lessons of eight teachers were observed. Lunch in the canteen was sampled and arrangements for supervision during lunch and break times were observed. One inspector visited the residential accommodation.

## Management

### Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 The management and administrative structure is very clear at head office and in the centres. There have been significant changes in personnel at head office; this has resulted in an improved provision. There are arrangements to ensure continuity of provision; managers can deputise or cover for one another in case of absence.

M3 Job descriptions are comprehensive and up to date for all roles within the summer school operation.

M4 There are very effective channels of communication, formal and informal, face-to-face, online and via social media. Meetings within the centres are regular, frequent and well attended. There are opportunities for staff with similar roles to communicate between centres. Staff reported that they are well informed by staff from head office (who frequently visit the pop-up centres) and by managers at the centres.

M5 There are appropriate recruitment policies and procedures, rigorously implemented. Those recruiting new staff have access to expert assistance in areas relating to employment law and compliance. There are opportunities for staff employed in the year-round schools to further their experience by working on the summer programmes, often as managers.

M7 Managers of the pop-up centres receive a thorough induction at head office. Other categories of staff receive

handbooks and written information before arrival. Those arriving at the centres before the start of the course generally receive a satisfactory face-to-face induction. Members of staff joining the courses after the start date receive a shorter induction which is sometimes not sufficient. At one of the centres inspected, a recently appointed member of the administrative staff reported that she had not received enough training in the use of the online computer systems. At the London centre some teachers had not received an adequate introduction to the use of the resources and materials.

M9 All staff are required to undertake training in safeguarding and the organisation's Prevent strategy and some have been supported in taking courses leading to first aid certificates. At both centres there is a programme of continuing professional development (CPD) for teaching staff, and teachers at Torquay can attend sessions run at the main school. However, it was not evident that enough was being done to help the teachers develop their skills within the context: with the summer course materials and with students aged as young as 12.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments

M10 There are two members of customer service staff at head office dedicated to summer school bookings. They liaise with agents and with the area sales managers who deal with the parents of students who book directly. They also work closely with the management and administrative staff at the centres. They can cover for each other and they reported that they have sufficient time and resources, even during the busy summer months.

M11 Students and their parents receive very good information and advice from the organisation's representatives in their own country and from the sales staff at head office. Head office staff visit sending organisations and great care is taken to design a package which will meet the needs and requests of students coming within groups.

M13 No student is accepted on the course until full details are obtained about the student's next of kin (including relationship to the student) and there is a consent form, signed by the parent/guardian. On arrival, students fill in another information form which includes their parents' contact details. This information is stored online. However, at one centre it took some time to find the relevant information for a particular student and the organisation is now aware of the need to make the information more easily accessible, day and night, in case of emergency.

M14 There are sound policies and procedures, made known to staff, students, homestay hosts and group leaders, and rigorously enforced. The presence of students is checked several times a day and immediate action is taken in case of absence.

### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 Policies and procedures and developments in the provision: for example, the recently implemented management structure at head office, indicate a commitment to continuing improvement. There are concerted efforts to ensure consistency of provision across the pop-up centres and those run by year-round schools.

M18 Initial and end-of-course feedback is taken and recorded. Negative feedback is dealt with immediately at the centres, as appropriate. There is evidence that feedback is collated and evaluated and that it is used to improve services. Group leaders are also asked to provide feedback, both informally and via an end-of-course questionnaire.

M20 The formal complaints procedure is adapted to give students information about what to do and whom to see if they have a problem. An online log is kept of any problems and complaints so that they can be followed up after the end of the course, if necessary.

## Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The main form of publicity is the website. There is a brochure with a dates and fees sheet, and social media is also used. Information about the summer courses held in the UK is to be found on a website which publicises Kaplan's provision for all its English courses, for adults and young learners, in the UK and in a number of overseas English-speaking countries. However, there are generally clear pathways to the information required.

M21 American English is used throughout. The publicity is available in Italian, Spanish and Arabic. Some details are not easily accessible. See M24 and M25, below.

M22 There are some inaccurate points of information relating to premises which are not being used in 2016, and some photographs lack captions, but overall the publicity gives rise to realistic expectations.

M23 The course materials, and their relationship to the syllabus, are clearly described.

M24 Full information about the times of classes is available, but not always easy to find. For example, information about the possibility of a zig-zag timetable is not on the same page as a sample timetable which illustrates English lessons in the morning only. In both centres there were students enrolled whose ages were not within the advertised range. At Torquay (advertised range 12 to 17) there was a student aged 18, and four aged 11. At London (advertised range 14 to 17) there were six students aged 13 and one aged 12.

M25 At the beginning of the inspection, on the website, the costs were only available on request. A link to the dates and fees sheet was put on the website before the end of the inspection and so this is no longer a point to be addressed. The costs of the optional excursions are not easily accessible; they are only noted in the sample leisure programmes.

## Management summary

The provision meets the section standard and exceeds it in some respects. Although staff induction could be improved and there are a few points in publicity that require attention, the management of the provision generally operates to the benefit of its students. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

Report expires 31 March 2021



R1 This criterion is comfortably met for the London centre and just met for the Torquay centre. At peak times the common areas at Torquay are not of a size to ensure a comfortable environment at break and lunch times if the weather makes the outside space unusable.

R3 At Torquay some of the classrooms are not large enough to contain the maximum class size of 15. The problem is partly solved by having a zig-zag timetable and a room capacity chart so only the larger rooms are used for classes containing the stated maximum. However, the majority of classrooms observed in use were not furnished to allow flexibility of layout, and the movement of students and teacher around the classroom was severely restricted. This inspection took place in the busiest week of the year and the crowded nature of the classrooms did not provide a comfortable environment. This was exacerbated by the exceptionally warm weather.

R4 At the London centre the provision for student relaxation and consumption of food is good; there is a spacious dining room, a large hall and common room, and outdoor space. At Torquay it is satisfactory in fine weather when the outdoor space can be used to advantage, but only just adequate in inclement weather.

R5 At Torquay some of the fire escape signs had not been replaced after redecoration. They were quickly put back when this was pointed out and this is no longer a point to be addressed. At both centres there are attractive and informative noticeboards.

R6 In Torquay the offices are spacious and there is a good-sized teachers' room. At the London centre, all staff share a very large room (the office), which is satisfactory for this type of course. Teachers can also use their classrooms to prepare their lessons.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments

R7 All students receive a zipped folder in which they keep their coursebook and diary. At the Torquay centre students also receive a vocabulary notebook. Each coursebook contains work for two weeks so, depending on their date of arrival, students receive one or two books. The materials are well suited for the level, length and type of course.

R8 The teachers have the teacher's notes for the coursebooks and there is a wide range of paper-based and online resources to supplement the coursebook. There are worksheets teachers can use in project lessons and for excursion preparation. However, some teachers at the London centre reported that they had not been able to access the online notes and audio materials that accompany the coursebooks.

R9 Four of the nine classrooms at Torquay have interactive whiteboards (IWBs) and one of the teachers is able to help others in their use. There is also a set of tablets for use in class. At the London centre, all classrooms have IWBs but some teachers have not been trained in their use: see M7. Some rely on prior experience of IWBs but other teachers are not confident enough to make full use of the technology.

R11 At the Torquay centre, although there is no self-access centre, students are introduced to the online self-access resources designed specifically for Kaplan students: *K+ Tools*.

### Resources and environment summary

The provision meets the section standard. At both centres, overall the learning resources and environment support and enhance the studies of students enrolled, and provide an appropriate professional environment for staff.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T1 Two teachers at the London centre do not have a Level 6 qualification but both have some post-school education. Rationales were provided and accepted within the context of this inspection.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T10 At both centres there are arrangements to ensure appropriate guidance and support for teachers, led by a qualified DoS. However, more individual help is needed for teachers unfamiliar with the course syllabus and materials, to help them select activities suitable to meet the needs and interests of students in their class.

T11 At both centres, the DoSs had conducted drop-in observations for all teachers (except one in Torquay). However, full observations had not been conducted for the majority of teachers on the summer courses for 2016. So, a number of teachers had not been observed and given more detailed individual feedback on their teaching of this age group, following the summer course syllabus. At London this included a newly-qualified teacher in his third week of teaching.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 The course design is based on stated principles. There is a clear structure based on week-long units in the custom-made coursebooks. The syllabus also includes project work and preparation for excursions. There are online course guides for teachers. All students also have a diary booklet which contains information about the UK and useful language to use in and out of class. The diary can be used to record language learned in class, and for homework. In principal, the course design is very well suited for use on these summer courses. However, the way in which the design is implemented depends very much on the skill of the individual teacher. As noted above (T10), insufficient guidance was being given to teachers to help them exploit the syllabus materials in order to meet the needs of their students.

T13 The course design is regularly reviewed. Coursebooks are available at four levels; two levels have been revised and are more up to date.

T14 Students all have their own copy of the coursebook and a weekly scheme of work is put on the classroom noticeboard. More reference could be made by teachers to the scheme of work to ensure that students are made aware of the intended learning outcomes.

T15 Students have the opportunity to work independently on project work and some attention is paid to study and learning strategies in the diary. However, not all teachers exploit the diaries in order to help students develop their skills of independent learning. Students at the Torquay centre are given a vocabulary notebook which encourages them to record new language.

T16 There are some lessons and accompanying materials teachers can use to prepare students for excursions. In the diary there is information about places students may visit and examples of language they can use outside the

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classroom. However, the use made of these resources varies, depending on the teacher.

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**Learner management**

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

T17 In a number of classes, at both centres, the age range was very wide: for example, from 12 to 16 or 17.  
T21 Students receive a certificate with a level grade and descriptors based on the Common European Framework of Reference (CEFR).

**Classroom observation record**

Number of teachers seen	11 at Torquay and eight at London
Number of observations	11 at Torquay and eight at London
Parts of programme(s) observed	Classes on the morning and afternoon timetables

**Comments**

At Torquay some lessons were observed on the Tuesday; for some students this was their first day in class.

**Classroom observation**

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

T23 In the better plans and lesson segments observed, teachers demonstrated a sound knowledge of grammar and of lexical systems, and a few showed familiarity with phonological systems. However, in the majority there was no evidence of knowledge of phonological systems or an awareness of how to help students improve their pronunciation. There were a few instances where teachers were not completely secure in their knowledge of the grammar being taught. Except for a very small minority, teachers provided an accurate spoken and written model of English.

T24 Where the topic was personalised, exploiting the students' backgrounds and interests, it worked well. Those lessons which were restricted to the coursebook texts and exercises, and especially those which focused on description and explanation of grammar, were less successful. There was little or no evidence to show how the choice of topic met the needs and interests of the students.

T25 Most lessons were coherent in terms of the staging, in order to meet the stated aims. But not all the planned learning objectives were appropriate. A few, but not all, teachers discussed and reviewed the learning objectives with students.

T26 A range of teaching techniques was seen in use, including effective eliciting and prompting. In better segments teachers set up interactive tasks which enabled the students to practise the language. The weaker segments were more teacher centred with students not given sufficient opportunities for meaningful oral practice. Often, too much time was spent with students reading and completing written exercises.

T27 In Torquay, it was very difficult for teachers to manage the classroom space effectively and flexibly because of the restriction on movement. This problem was solved by one teacher who took the class into the garden. In both centres, teachers paid attention to pairing and grouping to enable effective communication between students and to provide variety. Some excellent use was made of the IWB, for example to search for visual illustrations of vocabulary, and individual wipe-clean boards were seen in use; but in other lessons opportunities to make effective use of the technological resources were not taken up. The quality of boardwork was variable: some boards were well organised, with the objectives of the day noted; others were used to write up vocabulary, but with no accompanying information about, for example, parts of speech or pronunciation/word stress.

T28 Teachers were usually encouraging but it was not always made clear to students whether they had produced correct language or not. Inaccurate use of the language being taught was not corrected in a number of segments observed. There was little self- or peer-correction observed.

T29 In most lessons students completed tasks so that the learning taking place could be evaluated. In the better segments, the students were able to demonstrate their learning through interactive activities; in weaker segments, the evidence was provided by the completion of written exercises.

T30 The degree of engagement rather depended on the content and the nature of the activities, as noted above. In some segments observed the pace was pedestrian, and there was little opportunity for students to discuss their interests and share personal opinions and information; in better lessons, teachers were able to energise and motivate their students by focusing on topics of personal interest to the students and by setting up interactive activities.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from excellent to below standard with an average standard of satisfactory. In better lessons teachers provided students with the opportunity to revise and use language in a meaningful way; in weaker segments, there was too much attention paid to reading and answering questions about texts, with topics of little personal interest to the students.

### Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications but some are inexperienced, especially in teaching students of this age group within the context of a vacation course. Teachers are monitored by a suitably qualified academic manager. However, more effort should be made, early in the course, to give detailed individual feedback on their teaching. Not all teachers are being given sufficient support to ensure that their teaching meets the needs of their students. The course design is suitable but some teachers need more help in implementing it effectively. The teaching observed met the requirements of the Scheme.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

### Comments

W1 There is good provision for the safety and security of students in both centres: risk assessments of the premises have been undertaken, fire drills are held regularly and first aid provision is good. Staff wear lanyards and students have wristbands; in London students also have lanyards. In London the college entrance is staffed 24 hours a day and there are additional security staff on duty on the ground floor corridor of the classroom block.

W2 All staff see pastoral care as a priority and staff in both centres know their students well. The welfare team is introduced at induction; in both centres they are accessible and very approachable. Students in groups usually turn first to their group leader, and group leaders confirmed that school staff were quick to respond to pastoral issues. Individually-enrolled students can speak to any member of staff. Any pastoral concerns about individual students are discussed in the daily team meetings. Information about places of worship is readily available.

W4 The organisation has an anti-bullying policy, which is made known to all staff at their induction, to parents in the

parents' handbook and to hosts in the homestay hosts' handbook. Bullying as an issue is covered sensitively at students' induction and in their diaries, which they work on in class. The organisation is meeting its responsibilities regarding the Prevent strategy well. Each centre has a Prevent lead and all staff have done online training, backed up by in-house sessions. Students are alerted to the issues at induction with a short session on mutual respect, which is reinforced in classroom rules, drawn up and agreed to by each class.

W5 In both centres the students wear wristbands with the emergency number on.

W6 All under 16s are required to book a transfer for their arrival in the country, unless written confirmation of alternative arrangements is received from the parent/guardian. Transfer costs are not included in the course fees. The head office operations support and transfers manager is in charge of managing transfers for the pop-up centres and is based, with her team of activity leaders, at Heathrow on busy weekends to provide a 'meet and greet' service. Students are taken to taxis, minibuses or coaches for the journey to their centre; accompanying group leaders are briefed for the journey and given the emergency number. The organisation works with well-established transport companies. Transfers to Torquay are managed at the airport by 'meet and greet' staff from an external company used by the school. Departing students are assisted with check-in procedures.

W7 A good range of practical information is available to students at induction, in their diaries and on noticeboards. The diaries are used by many teachers in class and offer a practical and accessible way to reinforce information about life in the UK.

W8 Clear information is given in the parents' handbook about the recommendation for medical insurance and guidance on medical treatment in the UK.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

In Torquay all the students are in homestay accommodation, unless alternative arrangements are made by the student's parents/guardian. The homestay accommodation is all within walking distance of the school, or a short bus ride. Single and twin rooms are available. All students have full board. One inspector visited three homestays.

In London all the students are in residential accommodation, which is a university residence ten minutes' walk from the school. The single rooms are all ensuite and there is a student common room on every floor. Students take all their meals in the school cafeteria; there are kitchens on every floor of the residence but these are not for students' use during the summer school. The centre manager and other Kaplan staff live in the residence.

### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 The three homestays visited in Torquay all offered very comfortable accommodation and all services required were in all place. Two of the hosts changed linen twice weekly. Hosts were warm and caring, and well informed about the welfare aspects of caring for under 18s. Accommodation in the residence is smart and comfortable with well-equipped and good-sized rooms. Towels and bed linen are provided and changed weekly and there is a laundry room for student use, operated by pre-paid cards. All homestays, and the residence, provide Wi-Fi access.

W10 Homestay accommodation, which is used year round at the Torquay school, is inspected using a comprehensive checklist which includes checks for the appropriate safety measures. The residence is visited by Kaplan management staff before the summer courses begin.

W12 In Torquay hosts are sent clear information about the requirement to undertake fire risk assessments of their homes, together with a sample form filled in for guidance. However, 21 hosts had not returned their risk assessments at the time of the inspection. The accommodation manager followed this up immediately and confirmed, before the end of the inspection, that 16 hosts had returned the documentation, and the remaining five had been declared inactive until the required documents have been received. The situation is now satisfactory.

W14 Students in both centres are asked on their first day induction whether they are happy in their accommodation, and then complete a feedback questionnaire at the end of the first week. There was evidence of a prompt response to issues raised.

W15 In Torquay the homestay hosts visited showed a good awareness of the need to provide balanced and healthy meals, and gave the inspector examples of how they ensured that students were given food they liked. Students are provided with packed lunches by the school so that the quality and consistency can be monitored; hot food is provided at lunch several times a week in response to student feedback. In London the food at the school cafeteria was satisfactory with a reasonable choice, including a vegetarian option and salads.

#### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W16 In Torquay there were two homestays accommodating five students in the week of the inspection. School staff are aware that this is not acceptable in normal circumstances but the situation had been caused by the very delayed arrival of an Italian group earlier in the week; emergency homestay provision was called on for the group when they arrived in the middle of the night. The situation returned to normal on the day following the inspection when some of the students in the two homestays finished their course.

#### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W22 Rooms and common areas in the residence are cleaned daily.

W23 The centre manager, and some of her staff, are first aid trained and live on site. Arrangements are made for students to attend a walk-in medical centre close to the residence, if required. There is also a dental centre and pharmacy nearby.

#### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W26 Both centres run a full programme of activities every weekday, and a full-day excursion on Saturdays.

Information is given in the morning meetings and via noticeboards. In Torquay activities include a good range of

sports played in a local park, swimming in a local indoor pool, games, boat trips and visits to the beach; the programme in London enables students to benefit from being in a city and includes visits to famous sights, museums and shopping areas. In both centres optional excursions are offered on Sundays and in London students also have the opportunity to purchase tickets for musicals.

W27 In Torquay there are various options for when sports are not possible because of poor weather, and these include bowling, crafts and drama workshops in the students' common room. In London activities can be organised in the students' common room if the weather is not suitable for the Wednesday sports session.

W28 Detailed risk assessments have been drawn up for every activity; each one is signed by the member of staff in charge, and updated afterwards if appropriate. There is a rigorous procedure, and rules, for ensuring the safety of students when using public transport in London.

W29 The leisure programme is managed by the social experience manager based in head office, and by experienced social programme managers in the centres. All activities are led by teams of activity leaders who are briefed every day on their roles for each activity.

### **Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. *Care of students* and *Leisure opportunities* are areas of strength.

### **Care of under 18s**

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### **Comments**

Courses are offered for students aged 12 to 17 at all centres except London, where the advertised age range is 14 to 17. At the time of the inspection there was one student aged 18 and four aged 11 in Torquay and in London there were six students aged 13 and one aged 12.

C1 There is a safeguarding policy for all the young learner centres, which includes safer recruitment procedures, a staff code of conduct and incident reporting documentation. The organisation's lead safeguarding officer is the director of compliance and accreditation, supported by the assistant director of compliance; the centre safeguarding officer is the centre manager or principal. All have received appropriate levels of training for their roles.

C2 The policy is made known to all staff in their induction and they are all required to complete an online basic awareness training course; this is supplemented with in-house sessions. Each centre has three members of staff who have completed specialist level training. Homestay hosts are also required to complete the basic awareness course and group leaders are briefed on safeguarding issues on arrival.

C4 The organisation's safer recruitment policy is comprehensive. All staff, including staff in residences and all adults in homestays, are DBS checked and group leaders, as well as any teachers returning from abroad, are required to have evidence of police checks.

C5 Good arrangements are in place for the supervision and safety of students during scheduled activities. Registers are taken and attendance checked throughout the day. The ratio of staff to students is appropriate, with group leaders responsible only for their own students. Activity staff are well trained, and briefed before each activity. Hosts in Torquay get a copy of the activity programme so they know the whereabouts of their students. In Torquay one student aged 18 who had been allocated to the adult school had joined a lesson with younger classmates on the first day. The student was moved as soon as the mistake was identified and this is no longer a point to be addressed.

C6 There are clear rules for what students may do outside scheduled activities. In Torquay hosts are aware of the curfew times, on a sliding scale for the different age groups; students aged 12 and 13 travel to and from the homestay by taxi. In the London residence there is morning and evening registration to check that students have left



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for breakfast at the college, and have returned safely in the evening before lights out at 23.00. Students aged 12 and 13 are not allowed to leave their accommodation in the evenings. Students aged 14 or older are allowed two hours free time to go in groups of three around the local area; hosts are informed and students in the residence must sign in and out.

C7 In both centres students have full board, with lunches provided by the school in Torquay, and taken in the cafeteria in London. The ratio of staff to students in the residence is good and first aid provision is in place.

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### **Care of under summary**

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

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