

Organisation name	Kensington Academy of English
Inspection date	14–16 August 2018

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

Recommendation
We recommend continued accreditation.

Summary statement

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

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, publicity, premises and facilities, learning resources, academic management, course design, care of students, and leisure opportunities.

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

Introduction

Kensington Academy of English (KAE) was founded in 1974 as the English language teaching department of the David Game College Group (DGCG), which includes three other colleges providing courses in GCSEs and A Levels, a University Foundation course and National and Higher National Diploma courses on this site, as well as other colleges in the UK and other parts of the world.

Although still part of the DGCG, Kensington Academy of English operates as a separate organisation with its own name and identity. This has been retained despite having moved from Kensington to its present premises in the City of London, with publicity emphasising the KAE brand rather than its full name.

The school offers general English courses of 15, 20 and 25 hours per week at five levels; in the morning, the emphasis is on accuracy and in the afternoon, when a ten-hour course is also available, the emphasis is on communication skills and fluency. Students may choose a combination course of general English plus one-to-one and/or plus six hours of Business English. A 30+ course, designed for adults over thirty, is a 25-hour programme combining language development with cultural and historical visits in and around the city. IELTS preparation courses are available throughout the year. Other external examination preparation courses can be run when numbers allow. Courses for closed groups of teenagers (14–18) are also an important part of the school's portfolio.

Two inspectors carried out the inspection which took two and a half days. Meetings were held with the principal, who is also the owner of the school, the school manager, the director of studies (DoS), the assistant director of studies (ADoS), the senior teacher, the admissions and welfare officer, and the social programme organiser. Meetings also took place with members of David Game College (DGC) staff who have specific shared responsibilities for KAE and DGC – the deputy principal of DGC, the building services manager, the catering manager, the accommodation officer, one of the designated safeguarding leads (DSLs), the publicity manager and the EFL and business development director. Focus group meetings were held with teachers and students and all teachers teaching during the inspection were observed. One inspector visited two residences.

Address of main site/head office

Kensington Academy of English, 31 Jewry Street, London EC3N 2ET

Description of sites visited

Kensington Academy of English moved from its former site in Notting Hill Gate to its present site near Tower Hill in the City of London in April 2017. The purpose-built educational building also houses three other departments of David Game College and is held on a thirty-year lease from the Sir John Cass Foundation. The whole building has been extensively refurbished. KAE has exclusive use of the second floor which provides nine classrooms, six staff offices, a teachers' room, a computer room, a 70-seater lecture theatre and an open reception area with some comfortable seating space. KAE staff and students can also use the canteen and relaxation space on the ground floor. During the summer, KAE has the use of additional classrooms on the ground, first and third floors.

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

Comments

Courses in General English are available at five levels for 10, 15, 21 and 25 hours of tuition per week for adults (16+). Minimum enrolment is one week. General English plus Business English and general English plus one-to-one tuition are also available. Four to eight-week, 15-hour IELTS preparation courses are offered regularly throughout the year. "Other" above is a 25-hours per week General English course with cultural and historical visits course designed for students over the age of 30; students can enrol for one or more weeks. One-to-one in General or Special Purpose English is also available. Closed group courses for teenagers from Italy, ranging in age from 14–18, have been running since April this year, and KAE regularly provides short examination preparation courses for students aged 15–19 from a school in Sweden.

Accommodation profile

One inspector visited two of the six student residences regularly used by the school. Seven students were in homestay accommodation which is also offered by the school. The homestay accommodation is arranged for the school by a registered accommodation agency. The two residences visited were as follows.

Liberty Court, 16 Briset Street, London EC1M 5HD is used for closed groups which may include under 18s. A Swedish and an Italian group were using it at the time of the inspection. Located in the City's Smithfield area, it offers 295 rooms in flats of four or five rooms, with shared bathrooms and toilets per flat.

The Curve, 14 Fieldgate Street, London E1 1ES. Located near Aldgate East and Whitechapel tube station, the Curve has 350 rooms on eight floors arranged in clusters, either ensuite rooms with a shared kitchen or studios with their own kitchenettes. The Curve also offers residents a gym, common lounges, a games room and other facilities.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clearly stated values, known to staff and students, and achievable goals. The management structure is clear and communication at all levels is effective. Quality assurance mechanisms ensure a culture of continuous improvement. Human resource procedures are sound and student administration is efficient. Publicity is attractive, well produced, easy to access, and accurate in detail. *Strategic and quality management* and *Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The recently acquired and completely refurbished premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources, including an e-learning portal, is available, appropriate to the age and needs of the students, and guidance on the use of resources is provided. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. A well-supported team of teachers deliver carefully designed courses which provide students with a range of opportunities to develop their English language skills. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

Welfare and student services

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. Students benefit from well-managed student services and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

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

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
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.	Met
Comments	
M1 The school has a clear and well-expressed mission statement which all staff are aware of. Evidence of its application and effectiveness was seen during the inspection.	
M2 As part of its forward planning, KAE has recently appointed a new ADoS and a senior teacher.	
M3 The structure of KAE, as well as its relationship with the other departments of DGCG through shared staff, is clear and works well. The organogram, the staff and student handbooks and the photograph board make specialist responsibilities clear, and staff work sufficiently well together for mutual support to be an important element of management. Continuity has been maintained throughout the change of venue by senior staff and some members of the teaching team.	
M4 Formal and informal channels of communication are fluid and effective. There are regular recorded meetings of relevant teams of staff and sufficient overlap for all groups of staff to be well informed. Communication within the whole DGC structure works to the advantage of KAE through shared knowledge, staff and facilities, as well as through formal inter-departmental senior management and strategic planning meetings.	
M5 Responsibility for checking student satisfaction lies with the school manager and the DoS. Clear, easy-to-complete, first impression forms, collected on the second day, are dealt with quickly and problems and solutions recorded. More detailed, but equally easy-to-complete, end-of-course forms are collected in time to discuss any areas of dissatisfaction before the student goes home. Results are reviewed regularly to note any trends, either positive or negative.	
Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	
M9 Job descriptions are clear, but some are not dated.	
M10 Safer recruitment procedures are applied rigorously and consistently by staff who have received appropriate training; records are comprehensive and are well kept.	
M11 There is some inconsistency about the duration and content of inductions. Some lasted one day and included observation of classes, which new staff found very useful; some were only half a day with no opportunity to observe classes.	
M13 Staff have benefited from an impressive range of continuing professional development (CPD) events ranging from online safeguarding and Prevent courses, first aid and fire marshal training to in-house monthly CPD sessions, attendance at external events and funding support for advanced qualifications.	
Student administration	Met
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.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Experienced and competent staff provide an excellent level of customer service. Other administrative staff can substitute in the case of absence. At peak times additional help is provided by DGC staff, especially for inputting data to the very efficient management information system.

M15 Students were very satisfied with all aspects of administration from first contact to help and advice while on course. They commented particularly on staff willingness to listen to them.

Publicity	Area of strength
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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website and the brochure are the main forms of publicity and the school also has access to a number of social media sites.

M22 Premises, location, extent and availability of services are clearly and accurately described in a very attractive and colourful brochure and an easy to navigate website. Photographs and videos are well produced and informative. Details of the leisure programme are on the website, as are full details of accommodation and welfare services available.

M23 All text is written in short sentences, in clear, accessible English at B1 level.

M24 All details of courses are clearly stated and presented in a standard, easy to read format. Levels are outlined, and sample timetables are presented. Minimum age is given and maximum, as well as average class size.

M26 A short but clear statement of care for under18s is provided. There is also a link to the safeguarding policy. More detailed information is provided at a later stage.

M27 Detailed descriptions of different types of accommodation available are presented, with photographs that accurately reflect the standards offered. There is a clear statement that homestay accommodation is provided by a British Council registered agency.

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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 KAE has excellent premises on the second floor of the impressive Sir John Cass's Foundation Building, which it shares with three other departments of DGC. The whole building has been refurbished to a very high standard and it is well maintained, well decorated and spotlessly clean. Rooms are a good size with high ceilings and large windows. An impressive selection of art works from the David Game collection give the school a professional

ambiance appropriate to its clientele.

P2 Classrooms are spacious, allowing for a variety of furniture arrangements to suit the group. Some were disturbed by extraneous noise from the adjacent demolition site, but this should prove to be a temporary problem.

P3 The canteen and adjacent common room space on the ground floor is large, bright and well furnished; it provides a very pleasant place for students to relax, eat and drink.

P6 The regular staffroom is adequate for the number of teachers employed year round. As their numbers increase in the summer, an additional room is made available for them on the third floor. They can also use the computer room next door to the teachers' room for quiet preparation. Management, welfare and administrative staff have comfortable and accessible offices and the reception area is spacious and welcoming.

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.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Students are supplied with their first coursebook but have to purchase any subsequent books if they move level. The school has an ample supply of class sets of coursebooks and a wealth of supplementary materials, as well as a bank of teacher produced materials which are on the shared drive. Materials to cover a range of topics for the afternoon classes is also available. Materials for business English, other specialist subjects and examination preparation are in good supply. A library collection is available for students to borrow. Teachers and students said they were well resourced.

P8 Teaching materials are well maintained, clearly labelled and easily accessible in the teachers' room.

P9 All classrooms have interactive white boards which are well maintained and well used. Administrative and academic staff have access to IT facilities and services, and the whole building is Wi-Fi enabled. Staff said that technical support and maintenance are excellent.

P10 The school has a useful and extensive e-learning platform which students can use to practise their English and reinforce their classroom learning. It is available for students to use for a year from their date of registration. A number of students in the focus group meeting commented on the usefulness of the e-learning facility.

P12 The senior teacher is responsible for the monitoring and upkeep of the stock of teaching materials, the ADoS for the e-learning platform. All staff are encouraged to give feedback on materials in use and to suggest alternatives. Currently a new coursebook is being trialled as the school is very keen to keep up to date with materials development.

Teaching and learning

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

Comments

T1 One teacher did not have a Level six qualification. The rationale for his deployment was accepted in the context of this inspection.

T2 One teacher did not have an ELT/TESOL qualification that meets the requirements of the Scheme. The qualification was not externally validated at the time it was awarded but subsequently has been. The rationale for his deployment was accepted in the context of this inspection.

T4 The academic management team is made up of the DoS, ADoS and senior teacher (ST). All three are TEFLQ and have each had a considerable amount of teaching and management experience in the UK and elsewhere.

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

Comments

T7 Cover arrangements are very good. The ADoS and ST are timetabled to teach either morning or afternoon in order to provide cover for short-term or short-notice absence, and the DoS does not have a teaching timetable, so is also available if necessary. Up-to-date class records and detailed course guidelines help to ensure continuity and avoid repetition.

T9 Teachers said they were well supported by their academic managers, especially by the recently appointed ST, who is based in the teachers' room. Teachers are paid to do peer observation and weekly teacher meetings regularly include some in-service training element.

T10 There are very effective arrangements for the observation and monitoring of teachers by a TEFLQ academic manager. Oral and written feedback is provided and items for future development noted. Mentors are appointed to support newly qualified teachers. Examples of good practice are noted and teachers are encouraged to share expertise with colleagues through CPD sessions. Observation reports are used in appraisals.

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.	Met
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.	Strength
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 Teachers were fully aware of the clear and appropriate principles upon which the various courses are based, especially the difference between the morning emphasis on accuracy and the afternoon emphasis on communication skills and fluency. All courses are based on one-week, free-standing units with continuity maintained through the detailed syllabus. Courses for closed groups are custom designed and have detailed week-by-week syllabuses which include guidance on materials to be used.

T14 Only the General English for Adults 30+ course has activities additional to English classes. The syllabus being used by the teacher was described by her as being thoughtful and inspiring. The teacher also leads the activities and the lessons prepare specifically for the language to be used on the visits or experiences.

T15 Some evidence of study skills being encouraged was seen in observed classes and some syllabuses specifically mention study and learning strategies. The KAE e-learning platform is available for use up to a year after registration and provides a wealth of opportunities for learning after the course.

T16 There are three lunchtime activities – conversation club, news review and book club all designed to help students to develop their language skills outside the classroom. The interesting social programme, which is sometimes tied to the curriculum, helps students to benefit linguistically from being in the UK.

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

Comments

T17 KAE has designed its own online placement test which most students complete before they arrive. Results are fed automatically into the management information system. On the first day, students do a written test, which also serves as a needs analysis, and have a short interview with one of the enrolling staff. The test seems to be accurate as very few students need to change class and all in the focus group said they were in the correct level. T18 Students have weekly progress tests as well as mid-course and end-of-course tests. All are recorded and feed into the student report. Long-stay students have tutorials every six weeks which are also recorded. All students in the focus group meetings said they were making progress and were aware of how it was being measured.

Classroom observation record

Number of teachers seen	13
Number of observations	15
Parts of programme(s) observed	General English (Accuracy), General English (Fluency), 30+ Course, Italian closed groups, Swedish closed groups, additional conversation class and a one-to-one session

Comments

Two teachers were seen twice in order to cover the full range of courses.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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

T23 For the most part, teachers demonstrated sound knowledge and showed awareness of the use of English through clear explanations, useful work on word stress, and appropriate examples of register and use of meta-language. In weaker segments, however, there was poor modelling of weak forms, some unclear and complicated explanations and poor linguistic awareness.

T24 The content of all lessons was useful and within the course objectives and levels, in accordance with the syllabus, and delivered through balanced use of coursebooks and supplementary materials. Tasks were based on well-chosen topics, relevant to student needs and interests. Detailed profiles were produced for all classes.

T25 Most lesson aims were clear, although not always expressed as learning aims, and were shared with students through a menu or other device on the whiteboard. A few teachers were not clear about how to identify and then to express a student learning aim and simply produced a list of tasks. A number needed to limit aims to what was

achievable in the time available. Some good sequencing was noted in the stronger segments, with checking of achievement of aims planned.

T26 A good range of appropriate techniques was seen, including patient eliciting, sensitive prompting, useful drilling, concept checking and instruction checking.

T27 Teachers demonstrated competent use of the interactive whiteboard and some teachers used the traditional whiteboard well with clear script and good zoning. Coursebooks and handouts, some produced for the specific group, were well used. In some classrooms, furniture could have been better arranged to facilitate communication.

T28 Different methods of correction were seen, usually as the result of careful listening on the part of the teachers or low-key monitoring of tasks. Some groups would have benefited from more correction, especially in the morning accuracy classes. Feedback on tasks was often carried out at a good pace but, occasionally, rather tediously around the class.

T29 Most teachers referred back to previous learning and some good memory work was seen. In some classes short tasks were set and, when checked, were effective in evaluating learning. In weaker segments, on completion of a task, teachers moved on to the next without checking that learning had taken place.

T30 In all classes, there was a positive learning atmosphere with most students fully engaged most of the time. Most teachers knew their students well and were able to make tasks and topics relevant to student experience. Teachers were successful in modulating their language to the level of the student without appearing to talk down to them. In some classes, students were really stretched, extending their knowledge and skills. Nomination was good and most teachers were skilled at bringing in quieter and controlling dominant students. They valued student contributions and used praise well. Students in the focus group meeting spoke positively about their teachers and all felt they were making progress with their English.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Segments ranged from just satisfactory to exceptionally good, with the average in the satisfactory to good area. Most teachers produced well-planned lessons that fitted well within the syllabus of the course and responded well to student needs and interests. Appropriate teaching techniques, coupled with useful teaching and learning materials, provided students with a range of opportunities to develop their English language skills.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Provision for students' security on the premises is very good. Relevant policies are managed by the deputy head of DGC. Building entrances are monitored by CCTV, visitors sign in and all occupants wear colour-coded identity lanyards. The entrance to KAE on the second floor is overseen by its reception. There are quarterly fire evacuation drills, regular equipment tests, trained fire marshals and personal emergency evacuation plans for any disabled students.

W2 The DGC and KAE senior leadership team has a risk committee which since 2016 has developed an emergency response plan. The members of an emergency response team are allocated specific roles to locate and communicate with staff and students, contact parents and manage news. Relevant parts of the response plan, which includes full and partial emergency lock-down procedures, are made known to staff and students at induction.

W3 A high level of pastoral care is provided. New students' inductions include introductions to the welfare and accommodation officers and an initial welfare check. Further checks are made throughout their stays. Any 18s sign in and out at the welfare officer's desk, and tutorials include checks on their welfare. A multifaith room is available

and no teaching on Friday afternoons facilitates attendance at places of worship.

W4 Policies to promote tolerance and respect are made known to all students and staff. All staff have online and face-to-face Prevent training, and the training is regularly refreshed, with another session due at the end of the summer. New student inductions and the student handbook include coverage of the behaviour expected in the school, and the anti-bullying policy.

W7 There is a comprehensive student handbook, presented in hard copy in students' welcome packs. It includes information about who to see, the courses and school's facilities, services, and rules. Other information ranges from study tips and health and safety to renting accommodation, travel and traffic, police registration and the law.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are 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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	

W23 The school offers an interesting and varied social programme. It usually includes at least one activity or event every day, many of which are free. The programme is publicised on the student noticeboard where students sign up, and on the school website, social media and by the programme organiser visiting classes. Events in London, including a programme organised by an independent provider, are also publicised.

W24 The social programme is well matched to the interests and ages of the students and trips are usually led by the enthusiastic social programme organiser, himself one of the teachers. There are free walks guided by an expert exploring different aspects of the nearby City of London and East End. Destinations to other parts of London or further afield are usually reached using public transport. For students aged 18+, there is a weekly evening event in a restaurant or pub.

W26 Systems to ensure the health and safety of students on trips and excursions include specific up-to-date written risk assessments, lists of participants and their contact details, a dedicated social-programme phone carried by the organiser, and a first aid kit. The social programme phone number is given to participants by the organiser at their pre-trip briefing, where they also receive a map and itinerary.

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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

S1 There is a comprehensive 26-page joint safeguarding policy for DGC and KAE, which all staff sign to confirm they have read.

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 Sampling identified the following issues: a CLA notice was not displayed near any of the three photocopiers seen. This was rectified before the end of the inspection, so it is no longer a point to be addressed. Some photocopies did not acknowledge the original source of the publication.

Organisation profile

Inspection history	Dates/details
First inspection	April 2010

Last full inspection	April 2014
Subsequent spot check (if applicable)	June 2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	February 2017
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	David Game College (A Level and GCSE courses), University Foundation Programme (UFP), David Game Higher Education (DGHE).

Private sector

Date of foundation	1978
Ownership	Name of company: David Game College Ltd Company number: 03149730
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	99	98
Full-time ELT (15+ hours per week) aged 16–17 years	23	63
Full-time ELT (15+ hours per week) aged under 16	7	19
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	129	180
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	18	16
Junior programmes: predominant nationalities	Italian	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–62	16–65
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Swedish	Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	16
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
Number of hours scheduled teaching (not cover): 6–10 ADoS; 15 hours senior teacher.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	11
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	7	1
Private home	0	0
Home tuition	0	0
Residential	70	27
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	17	2
Staying in privately rented rooms/flats	5	0
Overall totals adults/under 18s	99	30
Overall total adults + under 18s	129	