

Organisation name	Kent School of English, Broadstairs
Inspection date	11–15 April 2016

Section standard	Met	Not met
Management: 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"/>
Resources and environment: 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"/>
Teaching and learning: 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"/>
Welfare and student services: 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 Kent School of English in April 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 for details).

This large private language school offers courses in general and professional English for adults (21+) and under 21s.

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

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

Organisation profile

Inspection history	Dates/details
First inspection	2008 under present ownership.
Last full inspection	July 2012
Subsequent spot check (if applicable)	July 2013 (Penzance)
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	KSE was founded in 1972 and taken over by the present owners in 2004.
Ownership	Kent School of English Ltd. Registered in England and Wales under company number 5001361.
Other accreditation/inspection	N/a

Premises profile

Address of main site	3,5,10,12 Granville Road, Broadstairs CT10 1QD
Details of any additional sites in use at the time of the inspection	66 High Street, Broadstairs CT10 1JT Wellesley House School, Ramsgate Road, Broadstairs CT10 2DG
Details of any additional sites not in use at the time of the inspection	Queen's Road Baptist Church Broadstairs (rented rooms) Language UK, Queen's Road, Broadstairs (rented rooms) Broadstairs Library (rented rooms) Penwith College, Penzance (rented classrooms for summer school)
Profile of sites visited	<p>Granville Road The main school and head office are located in two pairs of interconnected houses on either side of a road close to the centre of Broadstairs. The houses contain 31 classrooms, eight offices, a computer room (in the adult learning centre), a teachers' centre and café, a theatre, a sick room, kitchens and toilets. There are external communal areas at both pairs of houses.</p> <p>High Street The High Street site is located in the centre of Broadstairs. It consists of four floors with a café and kitchen on the ground floor and six classrooms on the upper floors.</p> <p>Wellesley House School The provider has use of Wellesley House preparatory school at Easter and Summer. It is located approximately fifteen minutes' walk from the main school. They have use of 16 classrooms, a dining hall, a main hall for activities, an indoor sports hall, an indoor heated swimming pool, playing fields (with tennis courts), and residential accommodation.</p> <p>Queen's Road Baptist Church (not in use during the week of the inspection) Up to five classrooms are available at the Baptist Church, approximately five minutes' walk from the main school. In addition to the classrooms the school has use of a communal area and café, shared with members of the public.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	7	40
Full-time ELT (15+ hours per week) aged 16–17 years	84	200

Teacher development (excludes award-bearing courses)	<input checked="" 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

The age range on the junior courses is stated as 12–20, although at the time of the inspection there were four 11 year-olds who were in the same school year as their 12 year-old classmates. Closed groups of younger students aged 8–12 are occasionally run in the summer. Under 16s are not placed in the same classes as students aged 18+. The junior courses form more than 90 per cent of the student body. Most of these enrol on the 15-hour programme of morning lessons. Approximately 25 per cent enrol on the 21-hour programme which includes two afternoons of teaching. The English for specific purposes courses include business English and specialist courses such as English for the wine trade and English for engineers. One-to-one classes are offered but none were running at the time of the inspection, although one adult general English class had only one student enrolled. Work experience programmes are also run. In most cases these students are given work within the school, often supporting academic administration tasks. At the time of the inspection one 19 year-old work experience student was enrolled in a class.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	7	450
Private home	0	0
Home tuition	0	0
Residential	0	36
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	7	486
Overall total adults + under 18s	493	

Introduction

Kent School of English (KSE) was originally founded in 1972. Ownership changed in 2004 and the school was accredited under the new owners in 2008. The summer school in Penzance is included in the same accreditation and was visited in a spot check in 2013. Penzance was not operating at the time of this inspection.

KSE offers courses for both adult and young learners, with young learners forming the vast majority of enrolments throughout the year. The following courses are offered and have been run at some point since January 2015:

- Courses for learners aged 21 and over (15, 21 or 30 hours per week) in general English and business English.
- Closed groups of adults on specialist courses (for example, English for the wine trade, English for engineers).
- One-to-one classes.
- Courses for young learners aged 12–20 (if travelling with a group) and 16–20 (if travelling as an independent student). Under 16s are not placed in the same classes as students aged 18+.
- Residential courses for closed groups of young learners aged 8–12.
- Teacher development courses.

Numbers on the young learner courses rarely fall below 400 from February to October, and this allows the school to maintain a high number of full-time permanent administrative and academic staff, as well as a loyal base of homestay providers.

The teaching programme is based mainly around short one-week or two-week courses for young learners, most of whom come with group leaders who may also attend a teacher development course free of charge. The groups come during their school vacations or in school term time. They have ELT lessons in the morning using materials written and produced by KSE. The different groups are integrated into mixed nationality classes. At the time of the inspection there were four different nationalities: Italian, German, Spanish, and Moroccan. Course content is set for each day, using the in-house booklets and related materials.

In the afternoon there is a full programme of organised activities, which can include lessons on two afternoons for the students who select the 21-hour programme. The activity programme in the afternoon and evenings is regarded as an important part of the programme. The school does not operate a zig-zag timetable. Students are accommodated in homestays, or in the residence at Wellesley House preparatory school. Adult courses are held in a separate part of one of the main buildings in Granville Road.

The inspection took place over five days. Two inspectors were present for five days and an additional inspector was present for one-and-a-half days in order to assist with classroom observations. The inspectors held meetings with:

- the principal (and owner)
- the director of studies
- the assistant director of studies
- the assistant director of studies/activities manager
- the senior teacher/recruitment co-ordinator
- the senior teacher/Wellesley House manager
- the admissions director
- the admissions officers
- the accommodation and welfare manager
- the external consultant on course design and materials

All teachers who were timetabled to teach on eligible courses were observed. The inspectors also held four student focus groups, covering all three sites in use, a teachers' focus group and an activity assistants' focus group. One inspector visited four homestays and the residence at Wellesley House.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear structure of management and administration with designated roles that ensure the continuity of the operation at all times. All three management teams (academic, administration and activities) have core staff who are employed year round and are very experienced at running the respective elements of the operation.

M3 Job descriptions exist for all senior positions apart from the principal, who is also the owner of the school. The duties of the staff are not always fully specified. For example, the IT manager's job description does not include his responsibility for testing and maintaining electrical equipment.

M4 In general there are good channels of communication between the management and administration staff as a whole and within their respective teams. The academic management team have a daily morning meeting with the teachers. Other meetings are held, for example on health and safety, and the evaluation of new course materials. Activity assistants said that they were not always informed of changed arrangements.

M5 Appropriate human resources policies and procedures are in place. All teaching staff are given contracts which are usually for a fixed-term of nine months or open-ended. Administration staff have permanent contracts. Staff files are well organised and contain all relevant documents, including copies of written references and certificates for additional training courses. The employee handbook is comprehensive and accessible, covering all relevant areas such as separate disciplinary, grievance and capability policies and procedures.

M7 Induction of staff takes place on their first day. It consists mainly of shadowing the student induction programme plus an additional briefing on areas related to health and safety and staff facilities and procedures. There is no checklist of induction points for new teachers and there is thus a risk that staff may not have covered or understood all the necessary items.

M8 Annual appraisals or professional review meetings for all academic and administration staff take place in the quieter period from November to January. The school has experimented with different appraisal forms. The present form involves a series of self-evaluation statements which are then discussed with the relevant line manager. Ideas for future targets and development are discussed. The activity manager submits weekly written reports on the activity assistants. In addition to these formal procedures, the various managers have a high level of daily contact with their staff and are able to monitor accordingly. Procedures for dealing with unsatisfactory performance and capability issues are described in the employee handbook.

M9 There is a range of initiatives to encourage continuing professional development (CPD). These include training in areas such as safeguarding and health and safety, external training workshops and courses, and, for teaching staff, paid time off to take further teaching qualifications. See T10 for more information on CPD for teachers.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input checked="" type="checkbox"/>	<input 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 The fact that the one-week courses run consistently from February to October means that there is a weekly routine for administrative processes and procedures, which the staff are clearly adept at implementing. There is a sufficient number of full-time staff employed to deal with this, even in the busiest periods around Easter and in June, although the increase in requirements for year-round managing and monitoring of homestay providers (for example, obtaining suitability checks and informing hosts about gas safety and fire risk assessments, as well as the regular cycle of inspections) has put additional pressure on the accommodation officer and her assistant. Activity assistants said that they were overstretched at times (see W28). During the quieter winter period the administration staff work mainly on proposals and enquiries from groups. The computer software system has been specifically designed for the school and is generally fit for purpose.

M13 All students complete a printed form on the first day which asks them for the name and contact details of their parent or guardian. In some cases the appropriate emergency contact has not been given. No record of emergency contact details is kept on the computer database. As a result of discussions during the inspection, action was taken to rectify this (see C8).

M14 Staff and students are aware that students must attend all classes and activities as specified. A member of staff visits all of the classes in the first lesson of the day and checks attendance. Any absence is immediately investigated by the accommodation officer, often in conjunction with the relevant group leader. All students have to sign in for activities. There is a policy statement for relevant staff on what to do if a student is missing, for example, when participating in an activity or excursion.

Quality assurance

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

Comments

M16 An action plan based on the points to be addressed from the previous inspection was submitted. Action taken was noted and described. There were explanations for any outstanding matters, and, if still relevant, they are included in the points to be addressed for this inspection. Points to be addressed relevant to the summer operation at Penzance were discussed and appropriate action appears to have been taken.

M17 Evidence was seen that systems, processes and practices are reviewed throughout the year by the senior management team. They have recently completed the self-evaluation form provided by the Scheme.

M18 The vast majority of students come as part of an organised group and the group leaders obtain feedback from their students on a daily basis. Inspectors were told that any issues are raised with the school immediately and action is taken, although it is not usually recorded. The small number of students who are not part of an organised group can give feedback to the independent tutor, who will take appropriate action, although again this action is not usually recorded. In addition the school administers a feedback form which is completed at the end of the course, which in most cases is one week. There is a good return rate for these forms. However, the form does not cover several areas of the student experience. For example, it does not differentiate between morning and afternoon classes. There was no evidence of action taken being recorded or of results being collated for review and planning purposes. Group leaders also give feedback to the school using a template form.

M19 There is an opportunity for teaching and administration staff to give feedback through the appraisal system. In addition, there are occasional 'buzz groups' on specific issues, such as a session for teachers run by an external consultant on the new materials. Feedback from activity assistants is not routinely gathered by the management team.

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 type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 sources of publicity are the website and a printed brochure. Social media is also regarded as an important medium. The website is regularly updated. The brochure was revised and reprinted in 2015.

M23 Information on the courses on offer is provided in both the website and the brochure. An outline description is given, but objectives and levels are not clearly described.

M24 The information required in this criterion is given. However, the minimum age is given as 12 when in fact at the time of the inspection there were some 11 year-olds who are in the same school year as their 12 year-old classmates, and in the summer there are closed groups containing students aged eight and above.

Management summary

The provision meets the section standard and exceeds it in some respects. There are good systems in place for recruiting, monitoring and managing staff. Procedures for handling student administration and quality assurance are effective. Publicity is generally clear, concise and accurate. In general, the management operates to the benefit of staff and students. *Staff management* is an area 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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

R1 The criterion is met at all of the sites in use during the inspection (Granville Road, High Street and Wellesley House) and at the Baptist Church, which was visited as it is used frequently during the year. There are large grounds and communal areas at Wellesley House which students have access to in break times and for activities. The communal areas at Granville House and High Street are less spacious, but are adequate.

R2 All rooms and external areas at the Granville Road site and the High Street site are in a very good state of repair, cleanliness and decoration. The rooms at Wellesley House are in an adequate state of repair, cleanliness and decoration. Re-decoration and maintenance are carried out each winter and spring to ensure that all areas are of a suitable standard.

R3 Classrooms at all of the sites have appropriate lighting, heating and ventilation. At Granville Road and Wellesley House rooms are furnished with large tables and lightweight chairs. At High Street rooms are furnished with chairs and writing tablets. All rooms have whiteboards. Five rooms have interactive whiteboards. Some of the easel boards at Wellesley House are small and difficult for students to see and for teachers to use effectively.

R4 At all three sites students are provided with snacks and drinks at break times. At Granville Road students can consume these either in the coffee bar or in the garden. At High Street they use the onsite café/lounge. At lunchtimes, students can use vouchers provided by KSE to purchase food in the town at approximately 20 participating businesses. KSE also has its own café in the High Street building. A full catering service is provided at Wellesley House, with use of the dining hall.

R5 Buildings are well-provided with signage and students are given a KSE campus map. There is a noticeboard in communal areas and in most classrooms, on which important information is displayed. The school has just started to install display screens around the school in order to provide up-to-date information about programme changes, weather, café specials and any other relevant information. When complete, this will be a very useful facility.

R6 There are a number of connected rooms in the main building for teachers at the Granville Road and High Street sites to use. These consist of a preparation room and the coffee bar, which is also used by students during the break. There is also a teachers' room at Wellesley House. The theatre room in the main building is available for meetings. There are no appropriate private storage facilities at Granville Road and High Street where teachers can keep their personal possessions.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 All the learning materials for the young learners' courses are contained in the booklets and accompanying materials packs and CDs for listening. Every student is given one of the booklets. No additional materials are required. Materials for the afternoon component of the young learners' course are also prepared and were available, although they were not in use in the observed classes. Appropriate and up-to-date published materials are available for the adult courses.

R8 There is an adequate stock of booklets for teachers containing detailed notes to accompany each level. Printing and preparation of materials is done by the work experience students who place the material required for each day in the individual teacher's pigeon-hole. There is an adequate stock of methodology books and journals for teachers to use.

R9 Some of the rooms have interactive whiteboards. Some rooms have television screens that can be linked to computers. Teachers commented that the interactive whiteboards did not function very effectively and were therefore used mainly as a conventional whiteboard. Technical support is provided by the IT officer.

R10 Use of self-access facilities is not part of the young learners' programme. There is a self-access and computer room available to students on adult courses.

R11 Adult students are directed towards the adult learner centre where appropriate guidance can be given if required.

R12 A new generation of booklets is produced annually. For the most recent version the school engaged an external consultant who observed classes and consulted the teachers.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled on both the young learners' courses and the adult courses. All three sites provide a suitably professional environment for teachers.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Ten teachers do not have Level 6 qualifications. The rationales for the employment of all ten were accepted in the context of the current inspection as all of them had either significant post-school education or relevant work experience. However, it was noted that this is a high number of teachers without Level 6 qualifications, even for a school where most of the courses are for young learners.

T2 One teacher does not have an ELT qualification that meets Scheme requirements.

T3 The rationale for the employment of the teacher without an appropriate qualification was accepted in the context of this inspection. She has successfully completed an initial training course but it was not validated by an appropriate external body. There is a definite intention for her to enrol on an externally validated pre-service or in-service teachers' course.

T4 There are five members of the academic management team, all of whom have a TEFLQ qualification and at least three years' full-time relevant teaching experience. They are all fully involved in academic management and have different roles relevant to the provision. They function as a very effective team.

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 checked="" 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 checked="" type="checkbox"/>	

T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 All teachers are experienced in teaching younger learners. A small team of teachers is used on adult and teacher training courses. Occasional exam preparation classes are staffed by teachers with experience in this field. Any needs or preferences identified at appraisal or in observation may influence deployment.

T8 Members of the academic management team can provide cover. There may also be teachers who are not being used for a particular week who can be called in. Students may also be redistributed among other classes using the same material. Inspectors were told that on rare occasions classes may be merged.

T9 The school does not operate a continuous enrolment system. Most students come for one week only, although some come for two weeks and a small number for up to four weeks. The occasional late arrival is fast-tracked into the relevant class and if necessary can attend an extra 'catch-up' class.

T10 There is a range of CPD opportunities available for teachers. These include: in-service training sessions, which are often held on days when students are out on an extended trip and cover areas such as phonology, error correction, inter-cultural communication; external training at events organised by various ELT professional bodies as well as support in terms of time off for further ELT qualifications; special research projects coordinated by the DoS on areas such as professional reflection and setting personal learning and development objectives; and peer observation. There appears to be a reasonable take-up of these events, but formalised arrangements to ensure that all teachers are guided to professional development opportunities, and can be appropriately monitored and supported, are not fully in place. A template to record training is available but is not widely used by teachers.

T11 All teachers are regularly observed and monitored. Formal observations are carried out by TEFLQ members of the academic management team. They include probationary observations of new teachers within the first two weeks of their contract; annual lesson observations using ten teaching criteria, each of which is assessed as 'not met', 'met' or 'area of strength'; informal drop-in observations which may be used, for example, to check how teachers are using the materials. The comments on the probationary and annual observations set action points. In the case of some observation reports that had a high number of 'not met' criteria, it was not clear if any follow up observations or other action had been taken.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 for young learners is based on a prescribed set of topic-based materials organised in booklets at five different levels written and produced by KSE. Deviation from these materials is discouraged, although teachers can exploit the materials in different ways in order to suit their own style and capabilities as well as the perceived needs of the students. There is an emphasis on functional language, lexical acquisition and spoken practice. The materials have been designed specifically for short courses and aim to activate language previously encountered in the students' own countries, to provide models of natural English, and to increase confidence in speaking. This approach is suited to the needs of the students enrolled and is supported by the group leaders. For those students attending the additional afternoon classes, the aim is to supplement the morning lessons with either project work or stand-alone drop-in lessons focusing on speaking and vocabulary. The adult courses are not so prescriptive and are based on published coursebooks and supplementary materials.

T13 The content of the booklets for the young learners is revised annually by the academic management team. The most recent revision also involved an external consultant and coursebook writer. Teachers are consulted on the content.

T14 The outline of the one-week course is described in the student folder. The aims of each lesson are in the booklet and are usually written on the board as well.

T15 On their first morning, young learners are introduced to the New Vocabulary Recorder, a tool for self-study which they can use during and after their course. Teachers encourage students to use it in lessons throughout the week. The first morning's lesson also includes an activity called 'Learning Hints', but in general study and learning strategies other than those related to new vocabulary are not evident.

T16 The lesson materials aim to help with communication outside the classroom. The first morning's lesson includes an activity on 'survival language' and other advice specifically for the students' stay in Broadstairs. The

content page of the booklets includes a column on 'Listening and functions for Broadstairs' but does not set activities or give guidance on how students might use these language areas outside the classroom.

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 checked="" 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 A placement test is administered in class on the first day. It consists of written exercises and a listening. There is no speaking test, but the teacher may make comments on the form. The test gives a sufficiently wide spread of levels and students appeared to be placed in appropriate classes. Adjustments to placement can be made if necessary early on in the course.

T18 The school feels that because most students attend the school for just five mornings, devoting time to the formal assessment and recording of progress is not practical or desirable. Historically, the school operated a teacher rotation policy which allowed each student to see a new teacher every day but which made progress more difficult to monitor. The school is currently trialing a system whereby students see two teachers twice each in their post-test lessons. In this way it is hoped that these teachers will be able to encourage and informally assess the progress of individual students.

T21 If requested, academic reports can be provided. On the completion of the course all students receive a certificate of attendance with level descriptors. Specific certificates with grades relating to the language skills are available on request.

Classroom observation record

Number of teachers seen	44
Number of observations	44
Parts of programme(s) observed	All parts eligible for accreditation.

Comments

During the week of the inspection two of the regular teachers were only timetabled to teach the free classes for adult group leaders, and were consequently not observed. Members of the academic management team, who are sometimes timetabled to teach, were not timetabled to teach during the inspection week, although one was observed as a cover teacher.

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 general teachers demonstrated a knowledge and awareness of the use of English appropriate to the level and needs of the students. There was evidence of clear modelling of problem sounds and the use of natural

intonation patterns, supported by board notation. In some segments teachers gave incorrect spoken models and unnatural speech patterns. Occasionally new vocabulary was inadequately explained.

T24 The material in the booklets and supplementary material was broadly appropriate to the needs of the students. However, some of the content material was not appropriate for the younger students in the class, for example references to 'hot dates', the consumption of alcohol and historical characters not familiar to younger students. In some segments teachers did not recognise the difficulty of the material and lacked strategies for dealing with it.

T25 The aims for each lesson were usually put on the board for students and were available in the booklet. However, in several lesson plans they were not formulated as intended learning outcomes. In the stronger segments there was a positive focus on using the language communicatively rather than analysing it. Most lessons consisted of a coherent series of activities logically linked and leading to student practice and production. On occasions some activities were allowed to go on too long and were not coherently linked.

T26 Teachers demonstrated a range of appropriate techniques. In the stronger segments these included: elicitation and appropriate questioning techniques, checking comprehension, getting students to use language in sentences, and choral drilling. However, in the weaker segments choral drilling was often not followed by individual production, questions to check that students understood the meaning of a language item were not used, important vocabulary was not pre-taught, clear tasks for listening or reading activities were not given, and there was insufficient use of the board for reinforcement or as an aid to student production.

T27 In most segments the prescribed course materials were managed effectively. The laminated flash cards and texts were particularly useful and generated different forms of communicative interaction. Despite space restrictions in some classrooms, the stronger teachers were generally able to vary interaction patterns. Apart from the rooms which had small easel boards, teachers used the whiteboards effectively to display information and language. Some of the pictures in the A5 booklets were not clear. Audio was used, but some of the more extensive listening exercises were not handled appropriately and students became unengaged. There was no evidence of video being used. The interactive whiteboards were only used as a display screen or as a conventional whiteboard. The materials were not handled effectively in the observed afternoon segments.

T28 In the stronger segments there was evidence of different correction strategies, such as peer identification and correction of error, prompting self-correction, and rephrasing to make correction non-threatening. There was also some focus on first language pronunciation errors. In the weaker segments teachers either missed the opportunity for correction (particularly in classes where there was a majority of speakers from the same language group) or echoed the correct form without getting the students to repeat the correct version.

T29 There was some attempt to assess whether learning had taken place, by monitoring the pair and groupwork, and by directly asking the students to identify what they had learnt. The lesson plans included a section on 'means of assessing learning', but this was often not filled in appropriately. The use of concept-checking questions to evaluate the learning of specific items of language was not evident in many of the lesson segments.

T30 There was a positive learning atmosphere and a good rapport in the majority of lessons, with high levels of student speaking. There were good levels of student engagement and a good pace in most of the lessons. In the stronger segments personalisation relevant to the lives, interests and opinions of the students increased engagement. Most teachers managed to control students who used their first language at inappropriate times. Instructions were generally clear but occasionally the teacher did not check that they had been understood, particularly by the weaker or less extrovert students. Some instructional language was too tentative. On some occasions the teacher's speech was too rapid or unclear. In the weaker segments there was a lack of evidence of strategies for encouraging the participation of all students. Nomination was generally good.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The majority of the teaching ranged from satisfactory to good, but there were very occasional instances of unsatisfactory teaching. Most of the teachers showed an appropriate awareness of linguistic systems and were able to model language effectively. The content of the lessons conformed to the course objectives and in the majority of cases was delivered using an effective range of teaching techniques and classroom management skills. Occasionally incorrect spoken models were given; material was too difficult; plans did not express intended learning outcomes; some key ELT techniques were not demonstrated (for example, instructions, checking understanding and error correction). However, there was a positive learning atmosphere and good levels of engagement throughout the observed teaching.

Teaching and learning summary

The provision meets the section standard. The academic management team have appropriate qualifications and experience and provide good levels of support to the teachers. Considerable thought has gone into designing courses that meet the particular needs of the learners, who mainly attend for one week only. 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
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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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	

Comments

W1 The safety and security of all students is taken very seriously. School staff wear identity badges and visitors are required to sign in and wear a badge. The main doors of the Granville Road buildings are locked after the start of classes and at lunchtime and at Wellesley House when students are in bed. Fire equipment is tested weekly and evacuation drills take place regularly. All tests and drills are logged. Comprehensive risk assessments have been carried out of all the premises. Particular attention is paid to the safety of students as they arrive at and leave the premises, with staff on duty at road crossing points.

W2 All students who are not with an accompanied group are assigned a named tutor, who meets them on the first morning of the course. At Wellesley House, separate rooms for religious observance are allocated for male and female students. Inspectors were told that in Granville Road a room could be made available at certain times on request.

W3 Personal problems are normally dealt with by group leaders or the tutor(s) responsible for independent students. Other staff who can also provide support are introduced at induction and identified by name and photograph on a poster displayed in classrooms and other areas.

W4 The school's policy on bullying and other forms of abusive behaviour is explained in the teacher's handbook and the student welcome pack. It is also discussed during induction on the first morning of the course. Steps taken to address the Prevent strategy include training for staff, contact with relevant external agencies and awareness-raising for homestay hosts.

W5 The 24-hour emergency number for the school is shown on the student's KSE identity card.

W6 Students and group leaders commented that transfers arranged by the school had been smooth and efficient. Information on onward travel options and approximate costs are available for students travelling independently.

W7 Helpful advice and practical information is provided in handbooks and during inductions for both students and group leaders.

Accommodation profile

Comments on the accommodation seen by the inspectors

In the week of the inspection, one large single-nationality group was accommodated in Wellesley House, which offers dormitory-style accommodation in three- to eight-bed rooms. All other students were in homestay, and four homestays were inspected.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 In Wellesley House, the dormitories and bathrooms and toilets for males and females are on different floors or areas of the building and there are separate facilities for adults and students under 18. Rooms are light and of an appropriate size and storage facilities are suitable for short-stay students. All the accommodation inspected met

Scheme requirements.

W10 All homestays are required to have a current Gas Safe certificate and have been informed of the legal requirement to carry out a risk assessment.

W12 Records are kept on the database of completed fire risk assessments and expiry dates for Gas Safe certificates, and evidence was seen that follow-up systems are actioned as necessary. At the time of the inspection, a very small number of homestays currently hosting students were not fully compliant with one or other of these requirements.

W13 All relevant information is provided in advance. All homestays are within walking distance (two kilometres) of the school, with younger students being accommodated close to the school. When necessary, transport is made available for students in Wellesley House.

W14 Group leaders and the tutor(s) responsible for independent students check on students' initial satisfaction with their accommodation, and end-of-course feedback is also collected. In general, levels of satisfaction are high.

Although some evidence of action taken in response to complaints about accommodation was seen, there is a need for a more comprehensive system for tracking negative feedback and recording follow-up action.

W15 Student feedback on meals in homestays indicates reasonably high levels of satisfaction. Students and group leaders resident in Wellesley House were particularly positive about the quality of the food and the fact that menus had been tailored to suit the preferences of the group.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 No more than four students had been placed in any of the homestays used at the time of the inspection. Two students who, in an emergency, were temporarily accommodated in a homestay which already had four students were re-housed as soon as this was practicable.

W17 Terms, conditions and expectations relating to homestay provision are very clearly set out in the homestay handbook. However, neither the handbook nor the homestay agreement specifies that a maximum of four students can be accommodated. The handbook was revised during the inspection to include this requirement, and inspectors were told that a revised homestay agreement would be sent to all hosts.

W18 The use of shared (twin, and very occasionally triple) bedrooms is widespread and evidence was seen, in the case of accompanied groups, that this was at the request of parents or the group leader/agent. The homestay handbook states 'A maximum of three beds in a room is permitted', which appears to sanction the use of triple rooms. This sentence was removed from the handbook following the inspection.

W19 Evidence was seen that students with the same first language are only accommodated in the same homestay at the written request of their parents or the group leader/agency.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 All areas are cleaned daily, and a high standard of cleanliness was seen in all areas inspected.

W23 Two KSE staff were in residence at Wellesley House. Both were first aid trained.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W25 Independent adult students or parents accompanying their children may request guest house or hotel accommodation. At the time of the inspection, there was no provision for regular formal monitoring of the quality of the accommodation recommended. The guest house used most frequently was inspected in the week of the inspection.

Leisure opportunities

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

Comments

W26 Most students stay for only one or two weeks and a full programme of activities is provided in the afternoons and evenings. In addition, students are made aware of specific local events, and there is a noticeboard for adult students which contains information on leisure opportunities in the area.

W27 A very full and varied programme of afternoon and evening activities is offered. This takes account of students' age and there is contingency planning in the event of bad weather. Ratios for offsite activities are appropriate and activity assistants receive very conscientious preparation for excursions.

W28 Detailed risk assessments were seen for all types of activity. These are reviewed as a matter of course on an annual basis, but also revised, as necessary, following feedback from staff or group leaders. Activity assistants stated that additional help was needed at the beginning and end of activities to cope with the simultaneous demands of supervising students crossing roads and monitoring residential and non-residential students still onsite.

W29 Suitably qualified and trained staff are employed for specific activities, such as archery. Trained lifeguards are on duty whenever use is made of the swimming pool at Wellesley House.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Considerable thought has gone into ensuring that the needs of students for security, pastoral care and an appropriate range of leisure activities are met. The residential accommodation is suitable, as are the majority of the homestays; however, the management of such a large database of homestays is extremely demanding and systems for the management of this and other types of accommodation recommended need to be even more rigorous. *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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The majority of students at any time of the year are on courses for young people (i.e. under 21). At the time of the inspection, there was only one student on an adult course. In summer, children as young as eight may be on a young learners' course based at Wellesley House.

C1 There is an appropriately detailed safeguarding policy.

C2 One of the two safeguarding leads has had specialist training and the other training at an advanced level. Further support is provided by three designated safeguarding persons. All other staff have undergone online training and additional face-to-face training is in progress. Homestay hosts have also been informed that they should participate in basic awareness training and the provider is collecting evidence that this training has been completed.

C3 The website, brochure and other information provide clear descriptions of the level of care, including the requirements made of homestays.

C4 There are appropriate recruitment procedures in line with the organisation's safeguarding policy and evidence was seen that these are implemented. As part of this, all members of the school's community are DBS-checked or, in the case of overseas group leaders, evidence provided that a police check on their suitability to work with under 18s has been carried out. However, at the time of the inspection, and immediately prior to this, students under the age of 18 had been placed with a small number of homestay hosts whose DBS checks were still in progress.

C5 Students under the age of 16 are not placed in classes with students of 18 or older. All students under 21 are expected to take part in the afternoon and evening activity programmes, which are closely supervised.

C6 Great care is taken to ensure that students are safe when crossing roads near the school and Wellesley House, which is used for the activities programme. During the lunch break, students at Granville Road are not allowed in school buildings (except in very bad weather) but staff patrol the town centre. Students under the age of 18 are expected to return to their homestays immediately after school or activities, and there is a minivan patrol to ensure that students are not at risk and make their way home promptly and safely after evening activities. Students under the age of 12 are only accepted if part of a group – and such a group would be in residential accommodation arranged by the school. Independent students aged 12–15 must be accompanied by a family member.

C7 Homestay accommodation is on a half-board basis, with a packed lunch at weekends, and this is made clear in publicity information. However, the school offers pre-paid lunch vouchers which are widely accepted by cafes. Students in residential accommodation have lunch in the residence. Homestay placement takes account of students' age. Students under the age of 18 are not given a key. There are appropriate ratios and first aid arrangements for students resident in Wellesley House.

C8 The school's emergency contact number is included in various pre-arrival documents, including those for independent students. Mobile phone numbers and local accommodation details are held for all group leaders. Contact details for parents/guardians are supplied by students on their first day, but there was some evidence that this system does not always work perfectly for groups since contact details for parents/guardians were missing in some cases. During the inspection, pre-arrival procedures were modified; these now require group leaders/agents and parents/guardians to supply contact details for parents or guardians in advance of the course, with these details being checked with the student on arrival.

Care of under 18s summary

The provision meets the section standard. There is, in general, very good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure programme and accommodation provided. However, there was evidence that some students under the age of 18 had been placed in homestays where DBS checks had not been completed.
