

Organisation name	Kings Education Brighton
Inspection date	16–17 May 2023

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in D1 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Kings Education Brighton in May 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and academic English and other academic subjects for adults (18+) and young people (16+), and under 18s.

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

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

Introduction

Kings Brighton is part of the Kings Education group, which runs colleges in the UK and the USA. The Kings Education group in the UK consists of four centres in Bournemouth, Brighton, London and Oxford as well as seven Kings Young Learner centres in the summer. Some departments and services, such as IT, marketing and sales, and admissions and bookings are managed centrally from Hove.

In 2008 the group was purchased by Prime Education. In 2009 the company started the process of restructuring the schools to cater both for English language programmes and for a range of academic programmes, including A levels, GCSE and foundation year courses. The same structure has been applied to Kings Brighton, which opened in June 2017.

The inspection took two days. Meetings were held with the acting principal, head of English, college services manager, assistant director of studies (ADoS), student services manager, course administrator, welfare and accommodation manager, residence manager, homestay and welfare assistant, head of web design, designated safeguarding lead (DSL), and the enrichment, activities and social co-ordinator. A focus group meeting was held with teachers and another with students. All teachers timetabled during the inspection were observed, and one inspector visited one of the residences and conducted a virtual tour of two homestays.

Address of main site/head office

27–33 Ditchling Road, Brighton, Brighton and Hove BN1 4SB

Description of sites visited

Kings Brighton occupies a modern building located close to the centre of Brighton. The former retail outlet was fully modernised and restructured to meet the school's requirements. It has a basement cafeteria, two floors of classrooms and offices, and two stories of residential accommodation. The basement cafeteria has an outdoor seating area. On the ground floor, there is a large reception area, and two corridors of offices and classrooms, with the same pattern repeated on the first floor, with classrooms, teachers' rooms, and the office for the academic management team. There are 16 classrooms, two teachers' rooms, two staff kitchenettes, a secure exams office, a computer room, and a small lending library. Separate staff and student toilets can be found on both floors. There is a further block located in an adjacent side street with two science labs, one art room, two classrooms, one teachers' room, toilets, and a shower. Two further classrooms and a kitchenette are located in the adjacent student residence. The rooms are reached by a separate entrance which is only open to Kings students and staff.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The college offers courses in general English (15 hours), intensive English (21 hours). The intensive English programme combines general English with a number of special interest options. The college also offers a diploma of intensive English (28 hours) for long-term students (24–48 weeks). The academic courses comprise the academic study programme (17+) for students looking for a gap-year experience, GCSE (15+), as well as university preparation courses.

Management profile

There is an executive team structure consisting of the board, who the CEO reports to, and a director of operations (DOO) who reports to the CEO. The college principal would normally report to the DOO, but since the last principal

left six weeks ago, the DOO has been the acting principal for the Brighton college. A new principal has been appointed from within the Kings Brighton academic team and will be taking up the post in a few weeks. At the college level, the head of English (HoE) and head of academic subjects both report to the acting principal. The HoE manages the DoS and a team of EFL teachers. The head of academic subjects manages the heads of departments for the various subjects, who in turn manage their subject teachers. On the administrative side, the head of college services and the finance manager both report to the acting principal. The welfare, accommodation, leisure, and kitchen staff all report to the head of college services. The finance assistant reports to the finance manager.

Accommodation profile

Throughout the year, the provider offers homestay accommodation through approximately 80 active hosts. Ensuite residential accommodation is offered on site and in an adjacent residence. In the summer, an additional residence is used to accommodate adult students (18+).

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic management systems are very strong, as are many of those for staff management and development. However, job descriptions are not reviewed on a regular basis. Student administration is generally well managed with very high levels of customer service. Some details were missing from student records, however. Publicity is attractive with good use of photographs and other visual aids, but there are a number of issues regarding details missing from the content and the use of the Accreditation marque. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are well designed and in an excellent state of repair and cleanliness. Teachers have access to a very good range of teaching materials and well-maintained educational technology. Students benefit from access to a wide range of both paper-based and digital resources for self-study. *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. The profile of the academic team is excellent, and academic management systems are both efficient and effective. Course design is very well managed and good use is made of the local environment to enhance student learning. Student progress is regularly monitored and leaving reports are detailed and informed by empirical data. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with excellent pastoral care, and ensures their safety and security in the school, in accommodation and during activities. The school offers a very good level of accommodation that is appropriately managed. The leisure programme is based on the needs of a range of students. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the school, during leisure activities and in the accommodation provided. The school has a clear and comprehensive safeguarding policy, and staff and homestay hosts are well trained in how to implement it. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 A new 'Vision, Mission and Ethos' statement is in place. It is a very clear statement of the college's values and is evidently integral to how the organisation functions. Staff from within the Kings Education group were involved in the process of devising the new statement.

M2 A detailed action plan was seen, showing that plans for the future cover all aspects of the delivery. The objectives are SMART and there is a monitoring process in place to assist in their delivery.

M4 Communication channels are very effective. There are regular minuted meetings with clear agendas and action points. The face-to-face communication is complemented by the efficient use of a digital platform. Systems are also in place to enable staff from different colleges to collaborate and share good practice. All staff spoke very positively of both formal and informal channels of communication within the college.

M5 Student feedback systems are used to great effect. Initial and end-of-course feedback is collated, analysed, and discussed in planning meetings. Students also have the opportunity to voice their opinions in tutorials, via the student council, and the canteen has a suggestion box for comments and requests on the menu.

M6 Staff feedback is sought twice a year, and evidence was seen of both analysis as well as action taken in response to it.

M7 The review of systems at the college is very systematic and effective. As well as student and staff feedback, data is taken from an annual self-evaluation and inspection reports.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Human resources policies are clear and very comprehensive. They are a key part of the induction process, and all staff sign to show their understanding of them. Staff spoken to felt very well supported by the college.

M9 Job descriptions are in place for all staff but there is no system for reviewing them on a regular basis.

M10 Recruitment procedures are comprehensive with clear stages to the process, aided by good supporting documentation. A very well-qualified and experienced team is in place, and staff files were complete and up to date.

M11 Staff commented that the induction process was very thorough as well as useful. An induction pack and checklist are used and signed off by the relevant staff members. Less experienced teachers are given the opportunity to observe their colleagues as part of the process.

M12 There is a highly effective appraisal procedure in place. SMART targets are set and reviewed during the year to ensure progress is made. Staff commented on the supportive approach taken, and appreciated the link between this system and continuing professional development (CPD).

M13 The provision of CPD opportunities is very good. Appraisals are used to identify needs and the CPD record shows that staff are very engaged with their development. Teachers, in particular, were very positive about the training sessions as well as the opportunities given to observe their peers.

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.	Met
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.	Not 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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not 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 It is very clear from recorded feedback as well as speaking to students, that they receive an excellent level of customer service at the college.

M18 Emergency contact details are in place for all students but there is no formal recording of whether or not the contact speaks English.

M19 Students are made aware of the importance of attendance upon arrival. A high percentage is expected, and there is a system of sanctions in place to manage absenteeism. Record keeping is very good and provides evidence of consistent follow up.

M20 There is a student behaviour policy in place as well as a system for imposing sanctions. However, the two documents are not linked, and it is not sufficiently clear which actions might result in a student being asked to leave the college.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Publicity comprises a website 'Kings English' which sits within the Kings Education website. The websites have a number of downloadable fact sheets. The college also has a number of social media channels.

M22 The website is mostly accurate and gives rise to realistic expectations, but the image and welcome message of the ex-principal had not been changed. This was addressed during the inspection.

M23 The Kings English website makes good use of photographs and icons and uses relatively little text, making it very accessible to those for whom English is a second language.

M25 Most of the information on costs is clear and easy to find, but the statement on course materials being included is misleading (coursebooks are loaned), and the price list contains no indication of external examination fees.

M29 An incorrect Accreditation Scheme marquee was in use across the website and factsheets. This was addressed during the inspection and is no longer a point to be addressed.

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

Comments

P1 The premises provide a professional yet relaxed environment for students and staff and are in an excellent state of repair and cleanliness. The décor is in keeping with the student population and there is also a lift in place.

P2 Classrooms are well appointed and appropriate for the size of classes seen, but feedback from staff both direct and recorded, noted that they get too hot in the summer. However, the college has responded to this feedback, and air-conditioning units are on order.

P3 There is a canteen space with outside seating area. The food is varied, and kitchen staff is keen to respond to student feedback both in person and through the suggestion box provided. The reception area in the lobby provides another comfortable communal area for students to relax in. It was clear to see that students enjoy spending time in the building outside lesson times.

P5 Signage is very good throughout the premises. It is consistent and the branding provides a clear sense of identity. Noticeboards are well used with clear identification of staff with photographs, and other useful information for students.

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.	Met
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.	Met

Comments

P8 As well as a good range of printed materials, teachers have access to a bank of digital materials via an online platform. Teachers can use these materials on interactive whiteboards (IWB) in class and can share them directly with students through the same digital platform. Teachers also share their self-made materials through this platform. The college subscribes to a number of online teacher resource sites.

P9 All classrooms have an IWB; these are well maintained. Teachers have been provided with good support in the use of this technology and are confident in their use of it.

P10 There is a lending library with various books for self study as well as graded readers and magazines. More popular, however, is the digital platform, where a bank of self-study materials is available, and through its social network function, teachers and academic managers can share and promote useful resources.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 The majority of teaching staff are TEFLQ and there is evidence that this is typical of the profile throughout the year.

T3 Besides their ELT qualifications, the team also has a range of experience and expertise which is very helpful to the department as a whole. This includes professional experience in teacher training, external examining, and materials development.

T4 Both members of the academic management team are TEFLQ and have a broad range of both teaching and academic management experience.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 Careful thought goes into the matching of teachers to courses to ensure that whilst individual preferences are taken into consideration, the development needs of individual teachers are also met ensuring a capable and flexible teaching team.

T6 Timetabling of classes is managed very effectively. Friday afternoons are kept free for Muslims to attend Friday prayers, the travel requirements for teachers are also taken into consideration, and the timetable for each week is shared during the middle of the preceding week.

T7 Cover for absent teachers is ample. As well as the HoE, who is not timetabled to teach, the ADoS is not timetabled for classes first thing in the morning, and there are also local teachers who are available.

T8 Systems for managing continuous enrolment are particularly efficient. The scheme of work for each week is a stand-alone block, and whilst new students are testing on a Monday morning, existing students are completing progress tests based on the content of the week before.

T9 The academic management office is right across the corridor from the teachers' room, and the teachers were very complimentary regarding both the availability and the helpfulness of the academic management team.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Met
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 Course design is based on very clearly stated principles, and materials have been carefully selected to match these aims. Courses are syllabus driven rather than coursebook based.

T12 Course design is reviewed regularly, as teachers are encouraged to provide ongoing feedback via the schemes of work. Student feedback is also analysed, and examples were given of changes made in response, such as the different topics offered as part of the special interest groups (SIGs) in the afternoons.

T14 Teachers are encouraged to take their students out of the classroom to carry out tasks that complement the learning aims of the lesson. Materials are developed for students to complete whilst out on these visits, and preparation is also done in class time to prepare students linguistically for weekend trips.

T16 The local environment is well integrated so as to ensure that students benefit linguistically from their stay in the UK. At their induction, new students are given useful language to use in public places, teachers give homework tasks requiring the interviewing of local people, and volunteering opportunities are also supported and celebrated.

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

Comments

T18 Students' progress is monitored throughout their stay. Progress tests are held on a weekly basis, and there are also benchmarking tests for long-term students. Individual tutorials are held for long-term students.

T21 Academic reports are provided to all long-term students (12 weeks or more) and can be requested by shorter-term students. The reports are very detailed, and benchmarking tests results are presented in graph format.

T22 As a sixth-form college, Kings Brighton is very well placed to offer support and advice in this area. There are weekly university counselling sessions available on request with the HoE.

Classroom observation record

Number of teachers seen	17
Number of observations	16
Parts of programme(s) observed	All

Comments

Two teachers were observed working together as groups were combined for the purposes of giving presentations.

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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met
Comments	
<p>T23 In all the segments seen, clear and natural models were given appropriate to the level of the learners. Teachers showed suitable knowledge of language systems and in stronger segments, a useful focus on pronunciation was seen.</p> <p>T24 Student profiles of learners were detailed and showed a good understanding of the students' backgrounds and learning needs. In the stronger segments, these needs were clearly reflected in the lesson plans.</p> <p>T25 In the stronger segments, the lesson outcomes were clear on the plan and made known to students. In the weaker segments, however, these were expressed as teaching aims rather than learning outcomes. In general, the staging of lessons was logical, with some very good preparation stages and extension stages at either end of an activity.</p> <p>T26 A range of teaching techniques was seen, from elicitation to checking of concepts, nomination of individuals, giving time limits, drilling of new language, competitive tasks, as well as effective monitoring. In weaker segments, this was somewhat mechanical, but in the stronger segments, techniques such as choral and individual drilling were used with great confidence.</p> <p>T27 The classroom environment and resources were generally managed satisfactorily. Technology was used effectively, but the classroom set up in most cases lent itself to a teacher-centred approach rather than a communicative classroom. Resources, both paper and digital were well presented and appropriate to the needs and interests of the students.</p> <p>T28 Praise and encouragement were effective. Although in some cases, errors went unchecked, in many others, effective instances of error correction were seen. For the academic presentations, a very detailed set of assessment criteria was in use.</p> <p>T29 The evaluation of learning was achieved through the use of checking stages during the lesson. In weaker segments, opportunities for concept checking and personalisation were missed. In the stronger examples, this was done well and to good effect.</p> <p>T30 Overall, teachers created a positive learning environment. Most were calm, supportive, and engaging. In a number of cases, there was too much teacher-talking time at the expense of student interaction. However, the majority of students were very much engaged with their learning, teachers were mostly dynamic and showed good use of voice, gesture, and movement around the classroom.</p>	

Classroom observation summary

The teaching observed met the requirements of the Scheme and was satisfactory against the criteria. Clear, natural models of language were given, and a range of teaching techniques was used. Praise and error correction were mostly used effectively, and teachers created a positive learning environment.

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 Safety and security measures are very thorough. The main reception area and the evening entrance for the residence are staffed at all times to monitor people entering the building. Fire and premises risk assessments are comprehensive and regularly updated. A number of staff are trained as first aiders and fire marshals.

W2 There is a detailed crisis and critical incident policy and other procedures for on and off-site emergencies. Evacuation procedures are covered thoroughly at induction with all new staff. students are sensitively briefed about staying safe.

W3 Students are clearly informed about the pastoral care available through pre-arrival documentation, inductions, digital screens and posters around the building. Students praised the high level of personal care provided by staff. Staff use a safeguarding software platform to record any concerns they may have about students or colleagues.

W4 The school's behaviour policy and anti-bullying policies are made known to all staff and students are also made aware of the code of conduct. The process for reporting concerns is clearly explained to staff and students.

W7 Comprehensive advice is given through pre-arrival guides, welfare induction presentations and online information. Welfare and student services staff are on hand to provide any additional information required by students.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The modern ensuite residential accommodation is of a very high standard. The hosts inspected are very caring and offer comfortable accommodation.

W11 Hosts offering accommodation to under 18s are re-inspected annually. Homestay records include detailed information about hosts including feedback from students.

W12 Written confirmation about hosts includes a pen portrait of the family. Residential booking confirmations include details of the location and facilities available to students. There are detailed factsheets available about both homestay and residential accommodation.

W13 There are comprehensive measures in place to obtain feedback from students and take action wherever possible in the event of any problems. These actions are recorded on a complaints spreadsheet.

W14 The rules and terms and conditions are presented very clearly and accessibly to hosts in the homestay acceptance pack, agreement and handbook. Hosts receive regular updates and stated that they were kept well informed by the school.

<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.	Strength
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	
<p>W23 Students are informed about social, cultural and sporting events through a wide variety of channels, including location factsheets, online resources, posters, weekly and monthly calendars and visits to classes. Wherever possible, the enrichment, activities, sports & social co-ordinator links school activities to external events.</p> <p>W24 The school's varied, monthly leisure programme aims to meet the needs, and bring together students from the academic and EFL courses. The programme includes a large number of afternoon and evening events. Some weekend excursions are run in co-operation with a local tour operator.</p> <p>W25 All activities are very well organised by the enrichment, activities, sports & social co-ordinator and are based on student needs and feedback through student council meetings and student requests.</p> <p>W26 There are detailed up-to-date risk assessments for all activities; feedback is solicited and acted upon to update relevant documents.</p>	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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.	Strength
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	
<p>The provider accepts 16 and 17 year-olds on adult courses throughout the year and on summer courses. 15 year-olds can enrol on academic courses (GCSE). At the time of the inspection there was a combined total of 66 students aged under 18 on EFL and EAP courses. The number of under 18s is due to rise to 90 in the summer.</p> <p>S1 The school has a comprehensive safeguarding policy, supplemented by a large number of relevant practical documents. The designated (DSL) and deputy (DDSL) safeguarding leads are made known to staff and students through a number of channels, including them being clearly identified in inductions, by photos and names on posters and in the student handbook.</p>	

S2 All staff receive appropriate safeguarding training, including the DSL and the DDSL. In addition to King's Oxford staff, all homestay hosts complete safeguarding training. Regular training updates are provided to staff and hosts and the school distributes a quarterly safeguarding newsletter.

S7 There are very clear and appropriate arrangements for the accommodation of under 18s. In the residence and homestays, there is a strict curfew time known to all concerned. At the residence, there is an all-night on-site security presence; 16 and 17 year-olds are accommodated in a separate part of the building and room checks are conducted at the appropriate time. Homestay hosts are fully briefed about their responsibilities and curfew times and have clear procedures to follow in case of students not returning home when required.

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 issue: The Government poster for health and safety in the workplace, was not displayed. The college now has this on order.

Organisation profile

Inspection history	Dates/details
First inspection	July 2017
Last full inspection	June 2018
Subsequent spot check (if applicable)	October 2019
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	Boarding school provision operating under Ofsted Frameworks Foundation, GCSE and A Level courses operating under Ofsted
Other related accredited schools/centres/affiliates	Kings Bournemouth, London, Oxford and Kings Young Learners
Other related non-accredited schools/centres/affiliates	USA centres

Private sector

Date of foundation	19/6/2017
Ownership	Name of company: Prime Education and Training Ltd Company number: 06198271
Other accreditation/inspection	OFSTED

Premises profile

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

Student profile

At inspection	In peak week: July 2023 (organisation's estimate)
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ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	69 EFL / 75 EAP	140 EFL
Full-time ELT (15+ hours per week) aged 16–17 years	13 EFL / 50 EAP	90 EFL
Full-time ELT (15+ hours per week) aged under 16	3 EAP	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	82 EFL / 128 EAP	Estimated 230 EFL
Junior programmes: advertised minimum age	15 (GCSE)	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–35	16–35
Adult programmes: typical length of stay	EAP 1–2 years EFL 3 months – 11 months	EFL 2–8 weeks EAP 12 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Turkish, Iranian	Saudi Arabian, German, Brazilian

Staff profile	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	16	24
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	12	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	19	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

Comments

The ADoS was teaching six hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	10
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	16

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	43	9
Private home	0	0
Home tuition	0	0
Residential	72	44
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	29	13
Overall totals adults/under 18s	144	66
Overall total adults + under 18s	210	