Inspection report

Organisation name	Kings Summer, head office Hove
Inspection date	13–15 July 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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

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

This large private language school offers residential courses in general English for under 18s.

Strengths were noted in the areas of quality assurance, premises and facilities, and leisure opportunities.

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

Organisation profile: multicentre

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

Inspection history	Dates/details
First inspection	2012
Last full inspection	2012
Subsequent spot check (if applicable)	2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	1. Kings Education year-round schools in Bournemouth, Oxford, London (plus extension summer schools). Separate accreditation. 2. Moreton Hall summer centre, affiliated to but not owned by Kings. Accredited by Ofsted.
Other related non-accredited schools/centres/affiliates	Schools in US (Boston, New York, Los Angeles)

Private sector

Date of foundation	1957
Ownership	Kings Colleges Ltd Company number: 01016132
Other accreditation/inspection	N/a

Premises profile

Address of HQ	Unit N2–N4, The Old Market, Upper Market Street, Hove, East Sussex BN3 1AS
Addresses of centres offering ELT at the time of the inspection	1. South Bank University, David Bomberg House, 282–302 Borough Road, Southwark, London SE1 1JD 2. Cheltenham College, Bath Road, Cheltenham, Gloucestershire GL53 7LD 3. Downside School, Stratton-on-the-Fosse, Radstock, Bath BA3 4RJ 4. Farringtons School, Perry Street, Chislehurst BR7 6LR 5. Pangbourne College, Pangbourne, Berkshire RG8 8LA
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	The Central London centre is located in the recently-built premises of London South Bank University. The main teaching block at Keyworth House contains the classrooms, a lecture theatre and communal areas. Across the road is another block containing the dining areas and other communal facilities. The residential block at David Bomberg House is a few minutes' walk from the main blocks and contains ensuite rooms and recreational facilities. The Cheltenham centre is based at Cheltenham College, a boarding school set in its own grounds. Kings Summer have use of a classroom block, rooms for teachers and group leaders, communal areas, a dining hall, sports hall, swimming pool, tennis courts and playing fields.

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: July all centres
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	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	98	98
Full-time ELT (15+ hours per week) aged under 16	522	522

Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total of ELT/ESOL students shown above	620	620
Minimum age	8	8
Typical age range	10–16	10–16
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	French, Italian, Spanish	French, Italian, Spanish

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	34	34
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	19	
Number teaching ELT 20 hours and over/week	15	
Total number of administrative/ancillary staff	57	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	24
YL initiated	0
Qualified teacher status only (QTS)	3
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	7
Total	34

These figures   exclude   the academic managers.

Comments

The figures do not include the TEFLQ academic managers at each centre who are not regularly timetabled to teach.

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	*Seen*	*Run*	*Seen*	*Run*	*Seen*
General ELT for adults	☐	☐	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☒	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
Fully-inclusive residential courses are run at all five centres. Students study for two to six weeks and have 15 hours of tuition a week, with a sports and activities programme in the afternoons and evenings. At Bath Downside and Cheltenham there is a double-shift timetable in operation, with some students having lessons in the morning and activities in the afternoon and others having activities in the morning and lessons in the afternoon. At Bath Downside there is an additional Intensive Academic course and at Cheltenham there is an additional Intensive English course. Both courses involve extra specialist lessons. There are additional courses in film craft and performing arts in Cheltenham and horse riding and tennis in Bath. The advertised age ranges are: Central London and Cheltenham 12–17; Downside 8–17; Farringtons 10–16; Pangbourne 10–17.

2. Data on centres visited

1. Name of centre	Central London (South Bank University)
2. Name of centre	Cheltenham College (Cheltenham)
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
Centres	1	2	3	4	5	1	2	3	4	5
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per week) aged 16–17 years	25	14				25	14			
Full-time ELT (15+ hours per week) aged under 16	45	115				45	115			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	70	129				70	129			
Minimum age	12	12				12	12			
Typical age range	12–17					12–17				
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	French, Italian, Spanish, Bosnian					French, Italian, Spanish, Bosnian				

Staff profile	At inspection					In peak week				
Total number of teachers on eligible ELT courses	8	5				8	5			
Number teaching ELT under 10 hours/week	0	0				0	0			
Number teaching ELT 10–19 hours/week	8	0				8	0			
Number teaching ELT 20 hours and over/week	0	5				0	5			
Total number of administrative/ancillary staff	8	14				8	14			

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres					
Professional qualifications	Total number of teachers				
Diploma-level ELT/TESOL qualification (TEFLQ)	0	0			
Certificate-level ELT/TESOL qualification (TEFLI)	6	3			

YL initiated		0	0			
Qualified teacher status only (QTS)		0	0			
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications		2	2			
Total		8	5			

These figures   exclude   the academic managers.

Comments

Academic managers are not usually scheduled to teach.

Accommodation profile

Numbers at time of inspection: at these centres		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		

Types of accommodation	Adults	Under 18s				
Homestay	0	0	0			
Private home	0	0	0			
Home tuition	0	0	0			
Residential	0	70	129			
Hotel/guesthouse	0	0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			
Arranged by student/family/guardian						
Staying with own family	0	0	0			
Staying in privately rented rooms/flats	0	0	0			
Overall totals adults/under 18s	0	70	129			

Centres	1	2	3	4	5
Overall total adults + under 18s	70	129			

Introduction

Kings Colleges was founded in 1957 and now comprises year-round schools in the UK, summer schools in the UK, and summer schools in the US. The summer schools division was set up in 2011 as Kings Summer Camps and has now been rebranded as Kings Summer. Kings Bournemouth, Kings London (Beckenham) and Kings Oxford have separate accreditations with an extension summer operation linked to each of the year-round centres. Kings Summer in the UK is accredited separately and in 2016 comprises five centres at Bath (Downside), Cheltenham, London (South Bank University and Farringtons) and Pangbourne.

Each centre offers an inclusive residential summer course consisting of lessons, activities and excursions. All students are accommodated in onsite residences. At the time of the inspection a new course for adults (16+) was being trialled at South Bank University. Entitled 'Taste of London', the course combines lessons with activities but is designed for adults. It did not form part of this inspection, but it is hoped to add it to the accreditation of one of the year-round centres.

The inspection took place over two and a half days. The inspectors spent a full day at London Southbank University (LSBU), a half day at Cheltenham, and a full day at the Central Marketing Unit (CMU) in Hove.

At LSBU and Cheltenham the inspectors held meetings with the centre manager, the director of studies, the administration manager (LSBU), the activities co-ordinator (LSBU) and the administration and activities co-ordinator (Cheltenham). Focus group meetings with teachers, students, activity leaders and group leaders were held at both centres. All teachers at the two centres were observed. One inspector visited the residential accommodation at both centres. At LSBU the inspectors also met the facilities manager employed by the university.

At the Central Marketing Unit (head office) the inspectors held meetings with the director, the programme manager, the client support manager and the academic development director.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 Sampling identified the following issue: the terms of the CLA are not clearly displayed and staff were not aware of some of the conditions. The school should seek further advice from the relevant regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments
M2 There are clear and effective procedures for managing the operation at all five centres and ensuring continuity at all times, including the ability to deal with unexpected issues.
M3 Job descriptions are available for all positions and in most cases specify roles and responsibilities. However, the academic development director's job description does not make specific reference to his summer centre role.
M4 There is excellent two-way communication between the head office and the individual centres. Key staff are always available and there are online meetings and email contact on a daily basis, with catch-up meetings at least once a week. Further communication is provided by the centre manager reports. There is also a good relationship with the facilities managers working for the individual centres. At LSBU evidence was seen of problems being addressed quickly and efficiently.
M7 Teachers at both centres confirmed that induction processes were thorough and covered academic areas, course planning, projects, activities and health and safety issues. Catch-up versions were provided for late arrivals.
M8 Performance monitoring during the period of operation is largely informal, with an end-of-summer review for staff who are going to return. There is no formal appraisal system in operation for year-round staff.
M9 Year-round staff have access to training and continuing professional development (CPD) opportunities. CPD for summer staff consists mainly of job-related training. 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	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☒	
M12 Enrolment procedures	☐	☒	☐	☒	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☒	

Comments

M10 The administration system at the head office (CMU) is run very efficiently and staff were seen to be very helpful and courteous. There are sufficient staff available and they are able to cover for each other's roles. Temporary staff can be taken on if required. The computer database and associated file share systems are accessible and comprehensive.

M11 Information and advice on courses is provided centrally by the CMU.

M12 Enrolment, cancellation and refund procedures are clear and are carried out centrally by the CMU.

M13 Emergency contact details were present for all sampled students, including group and individual students. The details are remotely accessible. The system for contacting next of kin in an emergency would be more effective if the level of English of the emergency contact was included.

M14 The policy on student attendance is clearly made known to staff and students and is efficiently administered. The director of studies (DoS) at each centre goes round the classes at the start of the first lesson and after the break. Any absentees are immediately followed up.

M15 Conditions under which a student may be asked to leave are made clear on the emergency contact form and in the student journal. Inspectors were informed of a case where a student had to be sent home; the procedure was handled efficiently.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M17 A comprehensive strategic review takes place at end of the summer based on reports from centre managers, DoSs, group leaders and the collated feedback from students. Action to improve services is taken as a result; evidence of this was seen by the inspectors.

M18 In addition to the informal gathering of feedback there is an initial questionnaire for students in week one and an exit questionnaire in their final week. Any issues are dealt with and action taken is recorded in emails. Feedback from group leaders is obtained formally at the end of week one and informally throughout their stay. The end-of-course feedback is given electronically and there is a good return rate. Comments are used to inform relevant staff and to assist in future planning.

M19 Ongoing informal feedback is gathered from all staff. In addition teachers who might return have a formal review meeting at the end of their period of employment.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☐	☒	
M24 Course information	☐	☒	N/a	☐	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☒	☐

Comments

The main source of publicity is the website. There are downloadable 'brochures' available for all aspects of the

provision. Separate brochures are also prepared for agents and for parents. Social media is also used to publicise the provision.

M23 The courses and their objectives are described in general terms, but do not always give a clear idea of what will be happening in the classes at different levels.

M29 The Accreditation Scheme marque is used appropriately. The school was advised to use the version of the marque with 'for the teaching in English in the UK' in all publicity.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration of the operation at the centres and at the head office work to the benefit of the staff and the students in accordance with the publicity. Care is taken to provide a professional service and to improve it where necessary. *Quality assurance* is an area of strength. Sampling revealed an issue in relation to the Declaration of legal and regulatory compliance which the provider has been asked to follow up.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 The LSBU premises are modern and of a very high standard. The classrooms, corridors and communal areas are very spacious and provide an environment which is both professional and relaxing. Kings Summer also has use of a lecture theatre for induction and other events involving large numbers of students. Premises at Cheltenham are more traditional but still provide an environment which is spacious and comfortable, as well as attractive.

R2 The LSBU premises, including external areas, are in an excellent state of repair and decoration. They are regularly cleaned. The Cheltenham premises are also in a very good state of repair, decoration and cleanliness.

R3 Classrooms at LSBU are well lit, heated and ventilated. They are spacious enough to allow for a variety of activities and provide good sight lines to whiteboards and projector screens. The classrooms at Cheltenham are older but provide a learning environment which is more than adequate.

R4 At LSBU there are communal breakout areas in the main building, including a snack bar and lounge. The dining area where all meals are taken and additional communal areas are located in another modern building across the road and are well designed, spacious and attractive. There are excellent internal and external communal areas at Cheltenham.

R5 At LSBU the university imposes some limits on external signage. However, once inside the signage is very clear and is branded with the Kings Summer colours and logo, which makes it easy to differentiate from other users of the premises. Signage at Cheltenham is clear.

R6 At both centres staff have use of a large classroom, which is sufficient for preparation and meetings and for the storage of all resources.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☐	☐	☐	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☒	

R7 Coursebooks and supplementary materials are available for students and teachers. Teachers also have access to a range of digital learning materials.
R8 There is an adequate supply of methodology books for teachers. Teachers have access to a photocopier and computers.
R9 At LSBU there are data projectors and screens in all classrooms. They functioned well during the observed lessons and inspectors were told that the university technical staff were very responsive to any problems. Similar technology is available at Cheltenham, but there were some problems with the Internet connection and Wi-Fi.
R12 Senior staff including the director, the academic development director and the assistant academic director review the teaching and learning resources formally after the summer and in the period leading up to the start of the summer.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Both centres are located in attractive academic premises, furnished and equipped to support the studies of the students enrolled with the provider. Teaching and learning resources are appropriate and provide a suitably professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 One teacher does not have a Level 6 qualification. The rationale for his employment was accepted in the context of this inspection as he has considerable relevant work experience and ELT experience.
T2 Two teachers do not have appropriate ELT qualifications.
T3 Rationales for the two teachers without appropriate ELT qualifications were accepted in the context of this inspection. They have initial ELT certificates which do not meet the requirements of the Scheme and have some experience of ELT. They have been monitored effectively and supported by the academic managers.
T4 Suitably qualified and experienced academic managers are employed in each of the centres.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☒	☐	☐	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T6 The DoS in each centre deploys teachers on the basis of their experience and aims to balance less experienced with more experienced teachers.
T8 The DoS is available as first cover. At some centres the centre manager is also TEFLQ or TEFLI and can cover if necessary.
T10 A TEFLQ DoS at each centre is available for support, and is not usually timetabled. They assist with initial

induction and with guided lesson planning, as well as giving ongoing support and assistance. Workshops on relevant topics are run every week by the DoS or managers from the CMU (head office). The DoS and the teachers meet every day, and although these meetings cover mainly administrative matters, there is also an opportunity for pedagogic development. This level of support is appropriate and effective for the summer course provision.

T11 There is a thorough system of observation at LSBU. Every teacher is observed at least once in their first week, with extra observations for weaker teachers. Thorough notes are kept,, including action points. At Cheltenham a last minute change of DoS meant that there were limited opportunities to formally observe at the start of the course, although some monitoring was possible through short drop-in observations and guided lesson planning. At both centres teachers were largely unaware of the role of the academic development director.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☐	
T15 Study and learning strategies	☒	☐	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 Courses are based on published coursebooks, supplemented with project lessons. There is an emphasis on communication through functional forms and real life experiences, designed to integrate with activities and excursions.

T13 Course design is reviewed throughout the year and in response to the changing needs of the students. There is a detailed review at the end of the summer.

T15 Study and learning strategies were not evident in the observed classes. The 'student journal' is an under-exploited opportunity. Teachers did not give clear guidance on how it could be used to help students develop effective strategies in, for example, the storage and retrieval of new vocabulary.

T16 The projects, activities and excursions give students an opportunity to benefit linguistically from their stay in the UK. However, there were missed opportunities to link language work directly to out-of-class activities and experiences.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☐	☐	☐	☒
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☒	
T22 Information on UK education	☐	☐	☐	☐	☒

Comments

T17 Students are placed on the basis of a multiple-choice language test, a writing exercise and a speaking test. Adjustments can be made. In some of the classes it was evident that there was a range of levels.

T18 The monitoring of progress is largely informal, but there is a weekly test set by the teacher.

T21 Every student gets an academic report which includes grades for different areas of performance, plus a leaving certificate.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

Comments

None.

Classroom observation

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

Comments

T23 A sound awareness of linguistic systems was demonstrated in most segments, although very little attention was paid to the clear modelling of phonological forms. There were some instances of teachers using non-standard forms of English.

T24 Lesson plans showed an awareness of appropriate content material and topics relevant to the needs of the students. However, some content material was too difficult for the students, and some was not sufficiently challenging. Anticipated problems were stated on plans but were often not linked to clear solutions.

T25 Lessons provided a coherent sequence of varied activities. Signposting and summarizing were used to help learners identify the intended learning outcomes, although in several lessons objectives were expressed very generally and did not indicate learning outcomes.

T26 A range of techniques was observed including elicitation, prompting, running dictations, the use of games and activities involving the students moving around and writing on the board. There was a general lack of pronunciation work and controlled practice activities which would have helped the students use and retain the language items being taught.

T27 There was good use of a range of classroom resources, including visuals, printed materials, whiteboards and digital projectors. Interaction patterns were varied with a mixture of pairwork, groupwork and plenary. In a few segments there was some overuse of the whiteboard which led to some students becoming unengaged, but generally teachers managed the classroom environment effectively.

T28 There were some limited examples of correction techniques, including prompted self-correction, but in most segments there was not enough correction, particularly in the controlled practice stages of lessons, and students were allowed to continue with the use of incorrect forms.

T29 There was some evidence of the recycling of previously taught language. On some occasions concept check questions were used to help students understand meaning, and to help the teacher identify whether learning had taken place. The student journal given to all students contains sections on 'What I have learnt', but there was little evidence of this being used.

T30 There was a good rapport in virtually all of the observed segments. Classes were effectively managed and the use of language was appropriate to the level of the students. Personalisation and nomination were used effectively and teachers controlled student use of first language. Instructional language was generally clear. Students were very keen to participate in the lessons and there was a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority being satisfactory. Lessons were well planned and offered a variety of activities and interactions. Language was often not clearly modelled and there were limited opportunities for controlled practice by the students, particularly with regard to pronunciation. A range of classroom resources and techniques was used effectively, but correction was not evident in many of the segments. There was a positive learning atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard. Almost all of the teachers have appropriate qualifications. They are given appropriate and effective support from the DoSs in each centre, which ensures their teaching meets the needs of the students. Programmes of learning are designed and managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	
W6 Transport and transfers	☐	☒	☐	☒	
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 Many steps are taken to ensure students' safety and security on the premises at both centres. Both sites are secure and the main entrances to accommodation and teaching buildings require devices or codes to allow entry. Students all wear wristbands and carry identity cards. Appropriate risk assessments and fire safety measures are all in place to optimise the safety of students while in the care of the school.

W2 Students are informed at induction of the pastoral care available and are encouraged to seek help if they need it. Individual students are assigned to a 'guardian' who regularly makes contact to ensure the well-being of the students in their care. Students' needs based on religious observance are catered for and a 'place for prayer' is available in both centres. Any related dietary requirements are co-ordinated with the canteen managers.

W4 Students are made aware of the dangers of abusive behaviour through anti-bullying notices displayed throughout the centres. However, these notices do not always make clear the procedures students need to follow if they are victims of abuse. All staff are aware of their statutory regard to the Prevent strategy and have received appropriate training.

W5 All students wear a wristband with an emergency telephone number. In addition they carry an 'I am lost card' when on excursions, which contains additional emergency contact details.

W6 The majority of students are transferred to and from London airports in groups, accompanied by staff and group leaders. In addition, arrangements are made for the secure transfer of individual students. Group leaders and students reported that all transfers had been satisfactory. There are systems and procedures in place to deal with any unforeseen circumstances and full risk assessments of transfer arrangements had been carried out.

W7 Appropriate information and advice is provided at the students' induction and reinforced during meetings and briefings. During the induction students' attention is drawn to other sources of useful information displayed throughout the centres. Further tips are provided in the student's journal which students use as a working document throughout their course

W8 The school's first aid provision is highlighted during the induction and students are reminded at the same time of what they should do if they feel unwell. Parents are required to provide comprehensive background information on the pre-course medical questionnaire and are encouraged to take out private medical insurance. Both centres have appropriate links to local doctors' surgeries and other medical services.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school only offers residential accommodation to students. One inspector visited the accommodation at both centres. In LSBU the student residence is five minutes' walk from the main classroom and dining area and has single rooms with private bathrooms. Rooms are arranged in flats with five to eight rooms sharing a communal kitchen. There are separate and well-equipped recreational areas for student use and a small cinema for the viewing of videos. Students are always accompanied when walking to and from the residence to the main teaching and dining block. In Cheltenham three residential houses were being used. There are single and twin rooms with modern bathroom facilities and a number of dormitories for three to four students. Each house has an attractive common room area for relaxation and recreation. In both centres boys and girls are housed separately and supervised by Kings' residential staff.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐

Comments

W9 All residences visited provide facilities and services which comfortably meet Scheme requirements. The facilities and state of repair are of a good standard. Laundry arrangements are clearly explained in publicity and pre-course information.

W13 Students and their parents complete an accommodation questionnaire before they arrive and the school makes every effort to meet their requests.

W14 Students complete a first week questionnaire when they are also asked about their accommodation. Group leaders and individual student 'guardians' also report any issues to the centre managers.

W15 Although there had been some issues in LSBU about the quality and variety of the food, in general students found the food to be satisfactory. The catering in Cheltenham was particularly successful. All food sampled by the inspectors in both centres was of a good standard.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒
W17 Rules, terms and conditions	☐	☐	☐	☐	☒
W18 Shared bedrooms	☐	☐	N/a	☐	☒
W19 Students' first language	☐	☐	N/a	☐	☒
W20 Language of communication	☐	☐	N/a	☐	☒
W21 Adult to welcome	☐	☐	N/a	☐	☒

Comments

The school does not provide homestay accommodation.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☒	☒	☐
W23 Health	☐	☒	☐	☐	☐

Comments

W22 Residences in both centres are regularly cleaned to a good standard.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☐	☐	☐	☒
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☒	☐

Comments

W26 The leisure programmes at both centres provide ample opportunities for students to make the most of their time in the UK and to socialise with other students. In addition, the study of British culture forms part of the course.
W27 The leisure programmes are well organised and resourced. There is a good variety of sports and activities with some student choice. A request for more variety was being dealt with sympathetically at the Cheltenham site. Activity leaders are provided with a lot of support and are routinely asked for feedback on the sessions they have led. Both sites can provide alternatives in case of wet weather.
W28 Risk assessments have been carried out for the majority of excursion destinations and in-house activities. All activity leaders have a full induction where part of their training provides guidelines on how to respond to situations where students might be at risk. Before all activities and excursions staff meet to discuss and plan any event they are involved with. However, there was no evidence that risk assessments were being passed on to group leaders for use on excursions. In addition, not all optional activities on excursions had been fully risk-assessed.
W29 Students following the Summer Plus courses work with specialists recruited to provide training in courses such as video editing or performing arts. All other activity leaders are recruited because of their interests and skills and receive appropriate additional training and supervision before and during their work.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school takes account of students' needs for security, pastoral care and information. The residential accommodation is of a good standard. Students benefit from a well-organised programme of activities and excursions. *Leisure opportunities* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☒	☒	☐
C4 Recruitment materials	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	N/a	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☐	☐
C7 Accommodation	☐	☒	☐	☐	☐
C8 Contact arrangements	☐	☒	☐	☒	☐

Comments

C1 The safeguarding policy contains detailed information and specifies all required procedures in appropriate detail. Appendices include sample forms for reporting allegations and making referrals. In addition, the named members of staff for its effective implementation have all received appropriate training.
C2 All staff receive the necessary training and familiarisation during their induction and are required to complete a certificated, online basic safeguarding course. However, there was no evidence that group leaders receive any face-to-face training to ensure effective implementation of the school's policy.
C3 Both the website and brochure provide a very detailed description of the level of care and support given to students under 18.
C4 The school requires all staff to be DBS checked and records of checks are on file. Reasonable efforts are made to secure relevant police checks on staff who have worked overseas. Appropriate measures are in place to deal with any staff who have to be recruited at short notice. Agencies confirm that all group leaders have had appropriate

suitability checks before accompanying students to the UK.

C5 There are detailed guidelines concerning the supervision of students and what to do if a student cannot be located. Older students are allowed some free time in LSBU but they must always leave the school in groups of three and register their departure and return. Registration for all onsite activities is managed by activity leaders retaining student cards of participants. Activity registers are completed on tablet computers which allow data to be synchronised with other online systems. This assists with general supervision and safety.

C8 Arrangements are in place to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. Care is taken to ensure that this information is available before departure of individual students in case of emergencies.

Care of under 18s summary

The provision meets the section standard. There is satisfactory provision for the safeguarding of under 18s. An appropriate safeguarding policy is in place and staff receive adequate training in safeguarding procedures. Suitability checks are carried out on staff and group leaders. Procedures for supervising students outside lessons are well understood and are strictly enforced.