

Organisation name	Kings Summer
Inspection date	9–12 July 2019

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Kings Summer in July 2019. 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 teaching organisation offers courses in general English for under 18s, adults (18–25) and young adults (16–17).

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

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

Introduction

Kings Colleges was founded in 1957. The summer schools division was set up in 2011 and is branded under the name of Kings Summer; it runs five centres in Bath, Cheltenham, central London (Southbank), Chislehurst in Kent and, for the first time in 2019, in Brighton.

Each centre offers an inclusive residential summer course for students aged under 18 consisting of lessons, activities and excursions. Some centres offer 'English plus' options; for example, English plus horse riding, English plus tennis. At Central London (Southbank) a programme entitled 'Discover London' is offered for students aged 16 to 25. Students are accommodated in onsite residences, with a homestay accommodation option also offered at the Brighton centre.

The inspection took place over three and a half days. The inspectors spent a full day at London (Farringtons) at Farringtons School, Chislehurst; a full day at the Brighton centre in Brighton College preparatory school; and one and a half days at head office in Hove.

The visit to Farringtons, which was not signalled beforehand, took place on the first teaching day of the course. The inspectors held meetings with the centre manager, the director of studies (DoS), and the activities manager. Focus group meetings were held with group leaders, activity leaders, teachers and two groups of students. All teachers were observed. The residential accommodation and leisure facilities were inspected by one inspector.

The visit to the Brighton centre was scheduled and took place at the start of the second week. Meetings were held with the centre manager, the DoS, the activities manager, and the accommodation and welfare manager. Focus group meetings were held with group leaders, activity leaders, teachers and two groups of students. The leisure facilities, residential accommodation and two homestays were inspected by one inspector. All teachers were observed.

At head office the inspectors held meetings with the director, the programme manager, the client support manager, the academic manager, the recruitment manager and the homestay co-ordinator; a meeting was held via a video conferencing link with the programme manager US to discuss the publicity.

Address of main site/head office

Unit N2–N4, The Old Market, Upper Market Street, Hove, East Sussex BN3 1AS

Description of sites visited

Courses were being run at both centres visited. Kings hires the premises for the duration of the summer courses (five to six weeks).

London (Farringtons) (Farringtons School Perry Street, Chislehurst BR7 6LR)

Farringtons School is an independent boarding school set in its own grounds in the village of Chislehurst, Kent, 13 miles south of central London. Kings has exclusive use of a central meeting space off which there are two rooms used as offices; a school hall; six classrooms; a dining room; a staff lounge and kitchen. There are separate toilets for staff and students. There is residential accommodation for students, group leaders and staff. Kings also has scheduled use of the sports hall, swimming pool, tennis courts and playing fields.

Brighton (Brighton College Preparatory School, Walpole Road, Brighton BN2 0EU)

Brighton College is an independent school with boarding accommodation, within walking distance of Brighton city centre. Within the preparatory school Kings has use of four classrooms with additional rooms available if needed; a central meeting space for students; three offices and staff common room with kitchen; separate toilets for boys, girls and staff; outdoor space with table tennis tables and a games court with artificial turf. Kings staff and students share the dining room in the adjacent main college building with other organisations and have scheduled use of the college theatre. Kings has exclusive use of a separate college residential building.

Head office staff are accommodated in a set of open plan offices on the first and second floor of a commercial building in the centre of Hove.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English is offered in all five centres for students aged under 18. At the Central London (Southbank) centre a course for students aged 16–25 called ‘Discover London’ is held in addition to the standard programme for under 18s. Fifteen hours per week of English are combined with a programme of activities and excursions. Lessons at the two centres visited take place in the mornings. In some Kings summer centres lessons can take place either in the morning or in the afternoon.

Management profile

The director, who is based in Hove, line manages the programme manager, the academic manager, the client support manager and the recruitment manager. The programme manager line manages centre managers. At the centres, the centre managers line manage the DoS, the activity manager and, where applicable, the accommodation and welfare manager. Activity leaders report to the activity manager and teachers report to the DoS.

Accommodation profile

At Farringtons all students are in on-site residential accommodation. Boys and girls are housed in separate accommodation blocks. Most bedrooms are twin, with some triples and quads; groups of six students share communal bathrooms. At the Brighton centre both residential and homestay accommodation is offered. The residential accommodation is in a recently refurbished convent, a five-minute walk from the teaching centre. Rooms are either single or twin, with 4–6 students sharing communal bathrooms. Boys and girls are accommodated on separate floors and entry to all floors is by different codes. Homestays are within a 30-minute bus journey of the centre.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the organisation’s stated goals, values and publicity. *Strategic and quality management, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises at both centres and at head office provide students and staff with a very comfortable environment for work and relaxation. A wide range of learning resources is available, appropriate to the age of the students and the requirements of the curriculum. Good guidance is provided to staff and students in the use of these resources. *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 academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are well designed and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The needs of students for security and pastoral care are well met: tolerance and respect for others feature strongly in the ethos of the organisation. Transport to and from the centres is well organised and efficient, and students enjoy a varied and interesting leisure programme. Residential and homestay provision is of a high standard and meets the needs 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. Clear, detailed policies are in place and

documentation is thorough. Safeguarding training is undertaken by all staff and hosts and regularly updated, and recruitment procedures are thorough. The organisation carries out its duty of care in a number of ways, especially with regard to supervision of students. Careful monitoring takes place at all times. Accommodation is safe and secure. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met

Comments

M1 The goals and values of the organisation are clearly articulated and are made known to all staff, including temporary appointments, and to students.

M3 This criterion is met overall. At Farringtons there were not sufficient staff: two teachers had cancelled just before the start of the course. The DoS had a full teaching timetable for the first three days until a replacement was found. Staff were coping well and replacement staff were found during the week of the inspection.

M4 There are very effective channels of communication within the centres with daily meetings, and the use of social media to keep staff up to date with any changes. Communication between the centres and the head office staff is also good.

M5 Quality assurance systems are good. Feedback is obtained from students and group leaders in appropriate ways throughout the course. There was evidence that immediate action is taken where necessary, that all action taken is recorded, and that feedback is systematically reviewed in order to inform development.

M6 There are good procedures for gaining staff feedback i.e. via questionnaires and end of summer reports, with findings used to inform decisions made for the following year's courses.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	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.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M9 Job descriptions are generic rather than person-specific. The job descriptions of the centre managers did not contain reference to their designated safeguarding officer roles.

M10 The policies for the recruitment of staff are appropriate and the systems are very well managed; staff records are complete and easily accessed by authorised members of management staff.

M11 Induction procedures for the temporary summer staff are very effective; they include online training packages, face-to-face induction days prior to the start of the courses, and well-monitored checklists.

M13 There is a well-managed programme of continuing professional development (CPD) started during the induction period and continued during the courses, focusing on safeguarding and the effective delivery of the syllabus.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
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 Customer service is delivered to a very high standard to agents and to the parents of individual students. Group leaders praised the efficiency and helpfulness of staff.

M15 Agents, students and their parents are provided with detailed information and advice. Each centre has a 'Get Set' pack to help prepare students for their stay; it gives very useful information about the centre, the course and life in the UK.

M19 The policy of attendance is rigorously enforced with immediate action taken if a student does not turn up for a lesson, an activity or a meal.

M20 All staff, hosts, students and their parents are made aware of the procedures under which a student may be asked to leave the course. The rules are very clearly described in the 'Get Set' pack sent to students and their parents before the start of the course.

Publicity	Area of strength
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. There is also a brochure which refers to the website for further information. Social media is also used.

M23 The website is well designed to enable quick and easy access to key information. The language used to describe the provision is clear and easy to understand

M24 The information about the different centres is comprehensive and set out in a consistent format. It is easy to compare the features of the different centres.

M27 The accommodation is very well described to ensure that an accurate picture of the provision is received.

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.	Met
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.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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.	Strength

Comments

P4 The provision of meals is of a high standard at both centres. Healthy options are available and special diets are catered for. Kings supplies refillable water bottles to its students and encourages them to drink enough water during the day.

P5 In both centres signage helps Kings students find their way round the premises easily. Noticeboards are regularly updated, informative and attractively presented.

P6 Staff at both centres are very well catered for with spacious offices and work spaces, and attractive lounges with kitchens where they can relax when off duty. Most staff are residential and are provided with suitably appointed bedrooms. Staff at head office work in a light, comfortably furnished office space with a kitchen area.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 There is a good level of provision for student resources. They each have a student journal booklet in which they can set out their work for each lesson, a cardboard folder in which to store handouts, and use of a coursebook during designated lessons.

P9 The provision for technological resources is good. All classrooms are equipped with interactive whiteboards with access to bespoke materials and internet resources. Technical support is available at both centres.

P12 There is good evidence that teaching and learning resources are regularly reviewed and developed by the central academic manager, with changes based on feedback from centre staff.

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.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
T2 One of the teachers at the Brighton centre does not have an ELT qualification. A rationale was provided and accepted within the context of this inspection. She has a post-graduate teaching certificate in geography and relevant experience of supporting English as an additional language (EAL) students in mainstream education.	
Academic management	
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T10 The arrangements for the observation and monitoring of teachers' performance are very effective. Teachers are observed two or three times during their deployment during the summer by the centre DoS and, as appropriate, by the central academic manager. Observations inform CPD sessions and arrangements can be made for peer observation.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Area of strength 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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
Comments	
T11 The course has been very well designed to include lessons which focus on language and skills development, study and learning strategies, and which link language learned in the classroom with the real world. Teachers receive comprehensive guidelines.	
T12 The course design is regularly reviewed and developed by the central academic manager, who aims to provide a course which is well suited to a short vacation course for children and teenagers.	
T15 Study and learning strategies are well integrated into the course design with daily use of the student journal.	
T16 The syllabus integrates lessons with activities outside the classroom; for example, excursions are prepared for and followed up in class.	
Learner management	
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.	Met
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	N/a

training best suited to their needs and interests.	
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	First teaching day at Farringtons; classes at the start of the second week in Brighton.

Comments

Five teachers were observed at Farringtons; one was the DoS who was teaching a full timetable until an additional teacher could be found. All four teachers at the Brighton centre were observed.

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

T23 Overall, teachers provided an acceptable model of English and demonstrated a satisfactory knowledge of linguistic systems. In better lesson segments this was evident through use of appropriate metalanguage: for example, identifying parts of speech. However, there was little evidence of familiarity with phonological systems.

T24 The content in nearly all lessons was relevant to the syllabus and the stage of the course. However, in a small minority of segments observed the content was not appropriate for the age of the students.

T25 In most lessons there was evidence of careful planning; lessons were generally well staged and led to appropriate learning outcomes. In better lessons, learning objectives were made known to students in terms of outcomes and reviewed at the end of the lesson. However, in weaker segments there was no evidence that thought had been given to specific learning objectives and how they could be achieved.

T26 Overall, a range of appropriate techniques was employed. Stronger segments included efficient elicitation and illustration of language, pair and group work practice. However, some lessons were very teacher-centred, with opportunities missed for structured student oral production.

T27 Overall, the management of the classroom environment and resources was satisfactory. Effective use of the student journals was observed. Some teachers provided opportunities for movement around the class but in weaker segments no effort was made to set up patterns of interaction. Although available, only a minority of teachers made use of the technological resources to provide visual stimulation and illustration.

T28 Teachers monitored well and students received feedback on tasks. However, although in some lessons attention was paid to the pronunciation of individual words, generally not enough attention was paid to the correction and improvement of students' connected speech.

T29 In most lessons appropriate and motivating tasks were set, often with a competitive element, which evaluated whether learning was taking place.

T30 There was a purposeful and lively atmosphere in most classes. In better segments students were interacting well together and completing stimulating tasks. In weaker segments, high teacher talking time and less motivating tasks resulted in a lower degree of enthusiastic participation.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The standard ranged from excellent to unsatisfactory, with the majority of lessons being satisfactory. Overall, teachers provided appropriate models of language and had chosen suitable topics and activities, with clearly defined objectives. Effective techniques included elicitation, illustration of language, checking of understanding and opportunities given for oral practice. In stronger lessons students were actively involved in worthwhile tasks, but in a minority of segments there was less opportunity for student participation, with a consequent lack of engagement.

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.	Met
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Very good provision is in place to ensure the safety and security of students on both sites visited. Comprehensive premises risk assessments are in place, and safety and security for all sites is the responsibility of a named member of staff. Records of regular fire drills were in place, and a well-conducted, efficient fire drill was seen taking place at Farringtons on the day of the inspection.

W3 A great deal of help and support is given to students; their welfare and well-being is part of the ethos of the school and is at the heart of what is offered. Independent students have their own named guardian, and good records were seen of daily meetings to check on their welfare.

W4 Information on tolerance, respect for everyone and abusive behaviour is visible everywhere across both centres visited. Clear, simple, graphic posters, very relevant to the age of the students are displayed on walls; further information is given to students at induction.

W6 Comprehensive and clear information is provided in the 'Get Set' packs, specific to each centre, sent to parents and students before travelling. Pick-ups and drop-offs are well organised and efficient. Group leaders in both centres expressed high levels of satisfaction with the arrangements.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	Met
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W10 All accommodation visited was spotlessly clean and well maintained with evidence of frequent cleaning. Arrangements are in place for laundry to be done for students at least once a week, but both centres offer additional laundry services if requested.

W11 Accommodation is checked regularly and thoroughly. All records seen were up to date and comprehensive, with clear, detailed information on homestays and hosts used to place students in accommodation which will best suit their needs.

W13 Very good procedures are in place to identify and resolve any problems students might have. Feedback is collected formally within the first two days and welfare staff keep a very close eye on student satisfaction with all aspects of the course, including accommodation.

W15 Students are offered a well-balanced diet and individual dietary needs are catered for. Homestay hosts visited went to great lengths to offer students an interesting and varied diet, and to cater to their needs.

<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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

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.	Met
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

W24 Students benefit from a well-designed and interesting leisure programme. A variety of activities is offered to ensure all interests are catered for. The programme is designed to take the local area into account, with many additional activities to cope with unforeseen circumstances, such as poor weather.

W25 Activities and preparation for activities seen were very well organised. Activity leaders are fully briefed and manage their groups efficiently. Group leaders and students at both centres spoke very highly of the range and variety of the activities offered, and the very competent organisation.

W26 Very good systems are in place to ensure students are well looked after and that their safety is paramount. Risk assessments are thorough and are 'live' documents; staff organising and attending excursions and activities give feedback after each activity, and evidence was seen of careful reflection on activities undertaken and updating of risk assessments.

Safeguarding under 18s

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

The summer courses are for students aged 10–16 (Farringtons) and 12–17 (Brighton).
 S5 Arrangements for the safety and supervision of students at all times are very thorough. Several roll calls are held throughout the day to check attendance. The staff-student ratio is at least 1:10.
 S6 Rules about what students can and cannot do are made clear before enrolment and reinforced at induction. Students in the focus groups were well aware of the rules. Additional support is provided for independent students, who are supervised by their named guardian.
 S7 Students are in very secure residential accommodation in both centres visited, with a staff-student ratio of 1:10. Brighton homestay hosts are carefully chosen and there are clear guidelines in place to ensure hosts understand their duties and take the supervision of under 18s very seriously.

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 The items sampled were satisfactory.

Organisation profile: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2008
Last full inspection	July 2016
Subsequent spot check (if applicable)	August 2018
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	Kings year-round schools in Bournemouth, Brighton Oxford, London (Beckenham), plus extension summer schools run by the Oxford, Bournemouth and London (Beckenham) schools.
Other related non-accredited schools/centres/affiliates	Moreton Hall summer centre, affiliated to but not owned by Kings. Accredited by Ofsted. Schools in US and partner schools in China and Albania.

Private sector

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

Premises profile

Address of Head Office (HO)	Unit N2–N4 The old Market, Upper Market Street, Hove, BN3 1AS
Name and location of centres offering ELT at the time of the inspection but not visited	Downside School, Bath Cheltenham Boys College Southbank University
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	A centre in Southend-on-Sea was offered but not run.

Student profile at peak at all centres

	Collated totals in peak week: 30 June–13 July all centres
ELT/ESOL students (eligible courses)	
18 years and over	11
17 years and under	777
Overall total of ELT/ESOL students shown above	788
Predominant nationalities	Chinese, French, Italian, Spanish

Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	41
Total number activity managers and staff	59
Total number of management (non-academic) and administrative staff	13
Total number of support staff (e.g. houseparents, matrons, catering)	17

2. DATA ON CENTRES VISITED

1. Name of centre	London (Farringtons)
2. Name of centre	Brighton
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
ELT/ESOL students	At inspection					In peak week				
18 years and over	N/a	N/a				N/a	N/a			
17 years and under	72	54				72	54			
Overall total	72	54				72	54			
U18 programmes: advertised	10	12 residential				10	12 residential			

minimum age(s)		14 homestay					14 homestay			
U18 programmes: advertised maximum age(s)	16	17				16	17			
Predominant nationalities	Spanish, Russian, Italian, Polish, Ukrainian					Spanish, Russian, Italian, Polish, Ukrainian,				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	5	5				5	4			
Total number of activity managers and staff	5	3				5	3			
Total number of management (non-academic) and administrative staff	1	2				1	2			
Total number of support staff	Host school staff					Host school staff				

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
Total	1	1			

Comments

There is a central TEFLQ academic manager who visits the five centres at least every two weeks and more often if needed. Neither of the DoSs was scheduled to teach during the week of the inspection. However, the DoS at Farringtons was teaching a full timetable (three hours per day) for the first three days of the course until a replacement teacher was found for one who had dropped out with no notice.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0			
TEFLI qualification	4	3			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/ TESOL qualifications.	0	1			
Total	4	4			

Comments

A rationale was provided and accepted for a teacher at Brighton without an ELT qualification.

Accommodation profile

Numbers in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	19			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			

Residential	N/a	N/a				72	35			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Arranged by student/family/ guardian	Adults					Under 18s				
Staying with own family	N/a	N/a	N/a	N/a	N/a	0	0			
Staying in privately rented rooms/flats	N/a	N/a	N/a	N/a	N/a	N/a	N/a			
	Adults					Under 18s				
Overall totals	N/a	N/a	N/a	N/a	N/a	72	54			

Centres	1	2	3	4	5
Overall total adults + under 18s	72	54			