

Organisation name	Kingsway English Centre, Worcester
Inspection date	25–26 April 2018

<b>Section standards</b>	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S1, S2 and S4 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Kingsway English Centre in April 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general and professional English for adults (25+) in school premises, and vacation courses for under 18s on a separate site.</p> <p>Strengths were noted in the areas of student administration, premises and facilities, learning resources, teaching, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of staff management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Kingsway English Centre is an established family-run school in the centre of Worcester. There have been no major changes in staff since the last inspection. The minimum age for the general and business/executive courses has been raised from 21 to 25; most students on these courses are sponsored by their companies. In 2016 one of the directors set up a programme of in-hospital teaching for nurses preparing initially for IELTS, but, since late 2017, for the Occupational English Test (OET). These courses were not included in this inspection. A further development since the last inspection is the provision of part-time externally validated diploma-level teacher training courses, led by a qualified trainer.

Since 2013 the school's summer courses for students aged 13–17 have been run at the nearby Royal Grammar School (RGS). In 2018 it is very likely that the summer school will move across the road from the main RGS premises to the RGS Springfield preparatory school, located in a quiet garden square. The summer school will continue to be managed by one of the directors.

The inspection took place over one and a half days. The inspectors talked to the two directors, the director of studies (DoS), the student services manager and an activities leader. Focus group meetings were held with students and with teachers. All teachers timetabled to teach at the time of the inspection were observed. One inspector visited two homestays and one self-catering apartment, and one inspector was taken to see the location of the RGS Springfield preparatory school.

## Address of main site/head office

40 Foregate Street, Worcester WR1 1EE

## Description of sites visited

The school is located in a period house in the centre of Worcester, very close to the railway station. The house has three floors: there are ten classrooms, a computer room, a self-access room, two student lounges and kitchen area, three staffrooms, offices and reception area. At the rear of the building there is a garden and patio, and a covered courtyard.

The summer school for under 18s is held at the Royal Grammar School, Worcester, a short walk from the main school.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" 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 school offers general English and business English courses (15 or 30 hours) in small groups of maximum six (general English) or four (business English). These courses can be combined with one-to-one tuition in the afternoons. One-to-one programmes are also run. Summer courses for juniors run from one to four weeks in July/August with 18 hours of lessons and activities. Family courses for parents and children are offered, with the parent(s) studying in the adult school.

At the time of the inspection three business English group courses were running, and one student was having one-to-one classes.

## Accommodation profile

The school provides a range of accommodation for both adults and students under 18. This includes a homestay offer that provides a premium option of high quality accommodation, and an executive option of accommodation with a private bathroom, in addition to the regular homestay provision. All hosts live within the city limits so that

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students can either walk (a maximum of 30 minutes) or catch a bus to the school. Homestays are divided into 'cluster' areas in the city, which allows the school to group students together in order that they can be dropped off easily after social activities.

Kingsway owns two self-catering apartments located 200 metres from the school in a modern courtyard development with secure access. Each apartment has a double and a single bedroom, a lounge and fully equipped kitchen. One apartment has two bathrooms (one ensuite), the other has one bathroom. The apartment option is only available to adults.

In addition, the school recommends hotel and bed and breakfast accommodation in the city.

One inspector visited two homestays, one premium, the other executive. The inspector also visited one of the self-catering apartments.

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## 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, communication is good and student administration efficient. Some aspects of staff recruitment and appraisal need review. A few issues in publicity were addressed promptly and publicity now accurately reflects the work of the school. *Student administration* is an area of strength. There is a need for improvement in *Staff management*.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are excellent in every way and provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning materials is available for all the course types offered. *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 teaching team have appropriate teaching qualifications, as well as the knowledge and experience to enable them to support students in their learning. Some guidance for teachers is in place but observations and CPD are too infrequent. Courses are structured, and managed to the benefit of the students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are very well met. Information and advice to students is comprehensive. Homestay and self-catering accommodation is of a high standard and well managed. The leisure programme provided by the school is exceptional and gives the students excellent opportunities to make the very best use of their time in the UK. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. Supervision and safety of students both during and outside scheduled activities is very good, and students are closely supervised and well cared for. Safer recruitment procedures are not fully implemented as the required references are not in place and reference requests do not include enquiry about suitability to work with under 18s. There was a lack of clarity in relation to the designated safeguarding lead (DSL) in documentation, but this has been rectified and the DSL is undertaking the appropriate training before the next summer school takes place.

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## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
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	Met

times.	
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.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

M4 Communication in the school is good. Much communication is informal as the team has worked closely together for some time. There are regular whole-staff meetings when comprehensive reports on the school are presented by the two directors, and the slides used are then made available on the school's intranet. Regular newsletters are sent to students, agents and homestay hosts to update them with information about the school and its activities.

M5 Feedback from students is collected regularly with questionnaires, and during weekly tutorials. The feedback is summarised, passed to relevant staff for any issues to be dealt with promptly, and action taken is recorded; feedback is passed on to homestay hosts, agents and training managers every week.

M6 Staff can give feedback informally, and at staff meetings. However, there was no evidence that any action taken is recorded.

Staff management and development	Need for improvement
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.	Not met
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.	Not 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.	Met

#### Comments

M9 Job descriptions are not dated, and there was no evidence of their being reviewed on a regular basis. No job description included responsibility for being the DSL at the summer school. See S1.

M10 There was only one reference recorded for a teacher employed in 2016. Recruitment procedures for appointing summer staff are not sufficiently rigorous. See S4.

M11 Induction procedures are thorough for all staff. New teachers are required to observe lessons, and to accompany the first-day tour of Worcester to familiarise themselves with the city, before they start work. There was evidence on file of completed induction checklists. All summer teachers, whether new or returning, have a half-day induction.

M12 There are appropriate written appraisal procedures and related policies in place, but no appraisals have been carried out since 2015.

M13 Management staff have undertaken training related to their roles. All teachers are currently completing external online OET training, but no in-house CPD for teachers has been offered since 2015.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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	Met

contact details for students, and their designated emergency contacts.	
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.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

#### Comments

M15 Students receive very personalised information about their course choices before enrolment, and have a pre-arrival online interview with the DoS to discuss their learning needs. While at the school they can discuss their programmes in tutorials, or with the DoS. Students commented positively on how well their needs and expectations had been met.

M19 The attendance policy is made very clear in the handbooks for adult and junior students. Any absence on the adult courses is reported and followed up within 30 minutes; there is rigorous checking of attendance at the summer school, managed by the summer school director on site, and absence is followed up immediately.

M21 The procedure for making a complaint is explained in accessible language on school noticeboards for adult courses, and includes the ultimate option of complaint to an independent body. A poster with the academic director's photo and contact details is displayed in the summer school, with the procedure explained in simple terms. Action taken is recorded in emails.

<b>Publicity</b>	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.	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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity materials comprise two websites, one for the adult school and one for the summer school, a printed brochure, and social media sites.

M22 There is a photo of the RGS preparatory school on one of the school's social media sites, explaining that the summer school will be held there in summer 2018.

M23 All information is written in clear and very accessible language. Website information is translated into seven languages relevant to the school's markets; two of the seven translations were sampled and found to be accurate.

M26 Information about the care of students aged under 18 is limited. A separate page was set up on the school's summer school website immediately following the inspection with more comprehensive information about pastoral care provided for the juniors.

M27 The different types of accommodation are described very clearly in dedicated sections of both websites, and the information is supported by realistic and helpful photographs.

M28 Teaching staff are described as 'fully qualified', but the majority of teachers employed are not TEFLQ. This description was corrected immediately following 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.	Strength
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.	Strength

### Comments

P1 The premises are excellent. The building is spacious, and provides a very comfortable environment for students and staff. There is attractive outside space with seating. All parts of the premises are maintained to an extremely high standard, and everywhere is spotlessly clean.

P2 The classrooms seat various group sizes comfortably, and smaller rooms are ideal for one-to-one tuition. All classrooms, and the self-access room, are quiet and have good natural light. Classroom furniture is smart, and allows for flexibility of layout.

P3 Students have excellent facilities for relaxation, including two spacious common rooms, one with comfortable seating, and one adjoining a kitchen area where hot and cold drinks, biscuits and fruit are provided at break times.

The directors and staff join the students at break times, and students clearly appreciate this opportunity to socialise. P5 Signage is very clear and in keeping with the elegant style of the building. Noticeboards throughout the school are attractive, informative and up to date.

P6 The staff have access to three quiet, spacious rooms, one of which has a kitchen area and one the teaching resources. There is ample work space and storage facilities.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
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

P7 Students do not receive coursebooks; instead, teachers have access to a very good range of up-to-date learning materials for all course types offered, including materials developed in-house and stored online.

P8 Resources for teachers are well organised, and kept up to date. There is a wide range of supplementary materials such as skills books, role plays, and games and activity materials developed in-house. A range of age-appropriate materials for the summer school courses is available.

P9 Educational technology is good. Every classroom has a screen and projector, and every teacher has a laptop; teachers were observed using the classroom technology competently. Prompt technical support is available. Students have access to eight computers in the self-access room, and there is good Wi-Fi provision.

## Teaching and learning

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

### Comments

T4 The academic director and the DoS are both TEFLQ, and have extensive experience of teaching and academic management.

<b>Academic management</b>	Met
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.	Not met

#### Comments

T9 The DoS has a regular teaching timetable of at least 15 hours per week; the teachers confirmed that he was available in the staffroom when not teaching if they needed support.  
T10 Observations of teachers on the adult courses have been very infrequent since the last inspection. There were records of observations undertaken by the academic director in 2017 of a newly appointed teacher, and two supply teachers. One member of the permanent teaching team was observed in February 2018, but one teacher had not been observed since 2015. Records of observations on the summer junior courses were satisfactory.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
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.	Met

#### Comments

T15 Study skills are an integral part of every student's core programme. Effective ways of learning and recording new vocabulary, including use of phonemic symbols, is part of student induction and is followed up in weekly tutorials. Support materials are available in the self-access room, and advice on learning after their course is given to all students.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	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 training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

#### Comments

T17 Pre-course assessment procedures are well developed and include an online pre-arrival assessment interview

conducted by the DoS. His assessment of the student's speaking and listening skills is checked during an interview when the student arrives. If no suitable class is running, the student is taught on a one-to-one basis. Summer school students complete an online test, and their level is checked on arrival and during their early lessons.

### Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	Adult business English group, one-to-one.

### Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Teachers demonstrated a sound knowledge of the use of English, and, in particular, of its pronunciation. They gave clear explanations and good written and spoken models. All teachers used phonemic script judiciously, and students were seen fully engaged with this way of improving their pronunciation.

T24 Lessons were closely focused on students' learning needs as identified in pre-course assessment notes. Teachers had additional materials ready for stronger students in the group, and were quick to address issues of differentiation.

T25 Lesson plans showed a generally good sequence of activities. Outcomes were mostly expressed as lesson aims, rather than learning outcomes, as required by the school's lesson plan template.

T26 Teachers used a range of techniques, including elicitation, prompting, careful nomination to encourage shy students, and group drilling of new words. Some teachers used concept-checking questions, but others asked for definitions, and often explained meaning themselves.

T27 Students were seated appropriately, including in one-to-one lessons. A wide range of resources was used, including well-presented handouts, often the teacher's own, the phonemic chart, a podcast, confident use of the projector and screen, and the internet. These resources were used both to challenge the students in their learning, and to introduce good variety into the lessons.

T28 Students received encouraging and personalised feedback through the lessons, for example when performing well in a skill they found difficult. Teachers used a range of correction techniques to good effect, including self and peer-correction, correction through gesture, and note-taking for delayed correction following a fluency activity.

T30 There was excellent rapport between teachers and students. Lessons moved at a good pace, which was challenging and motivating. Teachers used their good knowledge of the students in their classes to personalise lesson content, and to encourage meaningful interaction. There was a purposeful atmosphere in all classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority of segments judged to be good or very good. Teachers showed a sound knowledge of English, and of pronunciation in particular. Lessons were sequenced well, and lesson content responded closely to student needs. Teachers used a range of techniques, and brought variety into the lessons with a wide selection of resources. Feedback was handled effectively and students were fully engaged in learning.

### Welfare and student services



<b>Care of students</b>	<b>Area of strength</b>
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.	Met
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.	Strength
W8 Students have access to adequate health care provision.	Met

### **Comments**

W1 There are comprehensive and robust systems to ensure the safety and security of students. Good provision is made for students with disabilities. All staff are required to read, sign and date the health and safety policy and it is updated annually.

W3 The school ethos is to ensure that students have a very personalised experience. Inspectors evidenced swift responses to student needs by the school and the homestay hosts.

W6 Students receive detailed and personalised information about their arrival arrangements and the school has its own drivers to meet and take students to their accommodation. For the summer school, both a driver and a member of staff meet the student.

W7 Comprehensive information is provided to the students before their arrival. Advice is particularly detailed for students aged under 18 coming for the summer school.

<b>Accommodation (W9–W22 as applicable)</b>	<b>Area of strength</b>
<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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### **Comments**

W9 The homestays visited provided a high quality environment for students. The self-catering apartment visited was of a high standard and students receive a welcome pack of supplies on arrival.

W11 Homestay hosts are carefully selected and made aware of the importance of providing high levels of student satisfaction. As the school offers three levels of homestay, detailed information relating to the quality and type of accommodation, as well as student feedback on individual homestays, is held on the school database.

W12 Students receive personalised information about their hosts and additional information about the local area.

W13 Students are asked about the suitability of their accommodation in the first couple of days, and subsequently at their weekly tutorial. Any issues are followed up immediately. Homestay hosts are also provided with feedback from the students.

<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 section are fully met.

#### Accommodation: other

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 section 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

W23 The school provides comprehensive information and advice about social, cultural and sporting events and will help students to book tickets, travel and accommodation if necessary.

W24 The school provides a rich and varied leisure programme that is very specifically designed to meet the needs and interests of the particular group. It is led by staff who are very experienced and have an excellent knowledge of the region and of what it can offer.

W25 It is clear from student comments and feedback that the social programme is planned meticulously to ensure that it runs smoothly. Alternative arrangements are in place in the event of adverse weather conditions.

W26 Detailed risk assessments were seen for all social events and trips and activity leaders are well briefed on managing health and safety. Students are dropped off back at their homestay at the end of trips.

### Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Not 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.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

### Comments

Students aged under 18 are only accepted on the summer school. The summer school is separate from the year-round adult provision. The summer school does not accept closed groups of students.

S1 The school has a clear and comprehensive safeguarding policy. The course director and the student services manager are named as being responsible for the welfare of the students; they are also named as being responsible for handling any allegations. However, there is no mention of anyone being the designated safeguarding lead (DSL).

S2 The policy is made known to all staff at the summer school and guidance is provided during induction. At the time of inspection, there was no evidence that the two members of staff responsible for safeguarding had been trained to an appropriate level. However, a decision was taken that the student services manager would be the new DSL; she is booked onto advanced and specialist training that will take place before the forthcoming summer school.

S3 Medical consent forms are collected but at the time of inspection the school did not have a robust system in place for collecting written parental consent reflecting the level of care provided by the school. This was rectified immediately following the inspection by the addition of an online form that must be completed by parents before registration. This is no longer a point to be addressed.

S4 The school could not provide the relevant number of references for all staff working with students aged under 18. Reference requests do not currently include enquiry about suitability to work with under 18s. Suitability checks for homestay hosts do not include all adults in the homestay.

S5 Students are closely supervised during class, during breaks and during sports and social activities. Supervision ratios are generous. Attendance is carefully monitored, students are checked in on arrival each morning and are not allowed off the premises unless they are supervised by an adult.

S6 Students are made aware of the school's code of conduct and the implications of non-compliance. Parents and homestay hosts are also made aware of the code, and in particular the enforcement of a curfew.

### 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

Inspection history	Dates/details
First inspection	1991
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	2014 for summer school only
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	In-hospital Occupational English Test (OET) courses in various UK regions

Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1987
Ownership	Name of company: Kingsway English Centre Ltd Company number: 7885297
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	Royal Grammar School, Worcester: premises used for the summer school, a five-minute walk from the main school. Normally three classrooms, common room, dining hall and any outdoor facilities requested or needed.

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	10	20
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	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
<b>Overall total</b> ELT/ESOL students shown above	<b>10</b>	<b>20</b>
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	No predominant (10 different)	No predominant (10 different)
Adult programmes: advertised minimum age	25	25
Adult programmes: typical age range	25–60	25–60
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	German, Swiss, Italian	German, Swiss, Italian

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	7
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	5	

### 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
<b>Total</b>	<b>2</b>

**Comments**

The DoS has regular teaching commitments and was teaching 15 hours in the week of the inspection.

**Teacher qualifications profile**

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
<b>Total</b>	<b>3</b>

**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	9	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	1	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	0	0
<b>Overall totals adults/under 18s</b>	<b>10</b>	<b>0</b>
<b>Overall total adults + under 18s</b>	<b>10</b>	