

Organisation name	Kingswood Learning and Leisure, Ashford
Inspection date	9 July 2019
Current accreditation status	Accreditation under review
Reason for spot check	Signalled: end period under review

Recommendation

We recommend continued accreditation. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2022. However, evidence must be submitted within three months to demonstrate that weakness in W1 identified during this visit has been addressed.

Changes to the summary statement

An updated summary statement can now be issued

New summary statement

The British Council inspected and accredited Kingswood Learning and Leisure, Ashford in October 2018 and July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers residential courses in general English for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, care of students, leisure opportunities, and safeguarding under 18s.

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

Changes to summary inspection findings

Teaching and learning

Change: The provision does not meet the section standard to The provision meets the section standard.

Change: The teaching observed did not meet the requirements of the Scheme to The teaching observed met the requirements of the Scheme.

New summary inspection findings

Teaching and learning

The provision meets the section standard. The academic staff have a professional profile, including qualifications, appropriate for the courses offered. Teachers receive academic guidance to ensure that they support the learning of students. Courses are designed to meet the linguistic needs of learners. The teaching observed met the requirements of the Scheme.

Organisation profile

Inspection history	Dates/details
First inspection	April 2014
Last full inspection	October 2018
Subsequent spot check(s) (if applicable)	9 July 2019 (this spot check)
Subsequent supplementary check(s) (if applicable)	N/a
Subsequent interim visit(s) (if applicable)	N/a
Other related non-accredited activities (in brief) at this centre	Outdoor adventure activity programmes for UK primary and secondary school pupils.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Eight other Kingswood centres in the UK and one in France. Five of the other centres teach English to international students at certain times of the year.

Student and staff profile	At inspection	In peak week: October
Total ELT/ESOL student numbers (FT + PT)	201	324
Minimum age (including closed group or vacation)	8	8
Typical age range	8–17	17
Typical length of stay	1 week	1 week
Predominant nationalities	French, Italian, Chinese	French, Italian, Polish
Total number of teachers on eligible ELT courses	7	12
Total number of managers including academic	1	2
Total number of administrative/ancillary staff	158	153

Premises profile	
Address of main site	Grosvenor Hall, Kennington, Ashford, Kent TN25 4 AJ
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	Grosvenor Hall

Grosvenor Hall is a large period house set in 50 acres of land on the outskirts of Ashford, Kent. The school can accommodate over 900 children and accompanying adults in residential blocks and lodges. The teaching block has 15 classrooms and other facilities for students and staff. The dining room seats 330 people. There is a wide range of outdoor and indoor sports, adventure and leisure facilities.

Introduction

Background

Kingswood Learning and Leisure was founded in 1997 and its Grosvenor Hall centre was accredited in 2014. There are nine Kingswood centres in the UK that offer UK school children, normally accompanied by their teachers, programmes of adventure activities. Six of the centres also provide English language teaching programmes for international students. Grosvenor Hall is the only centre running English classes year round and the only accredited school.

Outside the summer, English language students come in groups with a group leader. In July and August the school also accepts individually enrolled students. Most students come through agents, but some organisations and individuals book direct with the provider.

Following the full inspection in October 2018, the committee placed accreditation under review because the section standard for Teaching and learning was not met. The sub sections for Academic staff profile, Academic management, Course design and implementation, and Learner management were satisfactory, but the teaching observed did not meet the requirements of the Scheme.

Preparation

The two spot check inspectors were sent relevant documents by the Accreditation Unit and looked at the provider's website. Neither had visited Kingswood before. They contacted the Grosvenor Hall centre in advance to check student and teacher numbers in the period planned for the spot check and, shortly before the spot check, to say that it would take place in the following week but did not specify the date. They also checked current staffing and timetabling.

Programme and persons present

In the week of the spot check seven teachers were teaching classes of students from China, France, Italy and Spain, who had their lessons either in the mornings or afternoons with activities in the other part of the day. There was a closed group of Chinese students aged eight to twelve and of Chinese and French students aged eight to ten but the other students, aged 11 to 17, were integrated into mixed-nationality classes. In total there were approximately 880 children on site, including about 200 international students.

The inspectors arrived at Grosvenor Hall at 08.45 and after introductions had meetings with the Kingswood Head of English, responsible for EFL at Grosvenor Hall and across Kingswood, the Grosvenor Hall general manager, the EFL co-ordinator responsible for staff recruitment processes and payroll at Grosvenor Hall and across Kingswood, the director of studies, the teachers, a group of students and six international group leaders from China, France and Italy. They observed all the teachers teaching, with three observations in the morning and four in the afternoon. They had lunch in the dining room and one inspector briefly visited two of the accommodation blocks. They left the centre shortly after 16.30.

Findings

Findings are reported in the following section and in the Action taken on points to be addressed.

Management

Findings are reported in the Action taken on points to be addressed.

Premises and resources

Findings are reported in the Action taken on points to be addressed.

Teaching and learning

There have been no significant changes in Academic management, and Learner management since the last inspection. In the area of Academic staff profile, one teacher did not have a level 6 qualification and another had a TEFL qualification that may not meet Scheme requirements. The first has professional qualifications and other relevant industry experience; the second has a TEFL qualification validated by an American university. Rationales for both were provided and accepted in the context of this spot check. Findings in Teaching are reported in the following section.

Welfare and student services

Findings are reported in the Action taken on points to be addressed.

Care of under 18s

There were no points to be addressed.

Teaching and learning

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 Teachers displayed a sound knowledge of the linguistic systems of English. Although a few explanations were not clear, spoken models were generally accurate and relevant, and teachers adapted their own language appropriately to match the level of the class.

T24 All lesson plans had anticipated problems and offered solutions and the content was appropriate for young learners. Plans were not personalised to the class with class profiles and so no differentiation was included, but most classes had only recently been formed so teachers and students were still getting to know one another.

T25 Learning outcomes were often articulated as teaching aims rather than intended outcomes, but they were relevant and achieved through a coherent sequence of activities, usually made clear to students on the board

T26 Teaching techniques were generally appropriate and included effective elicitation, prompting, and guessing games and mind mapping to practise vocabulary.

T27 The classroom environment and resources were generally used effectively to promote learning. The students were seated at café-style tables, sometimes invited to contribute to boardwork, and the whiteboard and classroom walls were used to display lesson materials effectively. However in most classes the control of L1 was not effective because groups of students with the same mother tongue were allowed to sit at the same tables. In some cases colour was used on boards rather at random.

T28 There were some examples of peer and whole-class correction being used well, and of meaningful praise; but there were also examples of opportunities for helpful correction being missed, or given but not practised.

T29 The evaluation of whether learning had taken place was variable. Some but not all teachers used check questions, feedback from tasks, and progression of tasks to a final review, effectively.

T30 Most students were engaged in their lesson and a positive learning atmosphere was achieved. Teachers used nomination, games and aids such as dice to engage their classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory in the segments observed, with the majority being satisfactory. Teachers displayed a sound knowledge of English and its linguistic systems and were able to provide accurate models. Although lesson aims were sometimes expressed in terms of process rather than intended learning outcomes, the teaching techniques employed were appropriate to the age and needs of the students. Most teachers did not make best use of the different nationalities in their classrooms by ensuring a mixture of nationalities were seated together, but students were generally engaged in and enjoying their lessons. The teaching observed met the requirements of the Scheme.

Action taken on points to be addressed

Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed. Only points reviewed during this spot check are included here. Any points outstanding will be checked at the next full inspection.

Points which must be addressed within six months

Management

M22 The expression 'welcoming rooms' does not accurately reflect all of the accommodation.

Addressed. The expression has been removed from publicity.

The statement that the learning zone provides access to 'fantastic interactive activities' is misleading, as this might refer to classroom lessons or outdoor activities.

Addressed. The statement has been deleted from publicity.

The photo of a classroom in the international brochure appears to have been taken in a learning centre or a library and does not reflect the provision.

Addressed. The photo has been replaced with a photo of an actual classroom.

Reference to 'chill out areas' is misleading as these are not routinely made available to students.

Addressed. The reference to 'chill out areas' has been removed.

M24 One brochure link leads to a Kingswood Camps brochure that does not refer to ELT courses.

Addressed. All relevant links in the brochure lead to information about ELT courses.

The sample timetables and accompanying text in publicity do not make clear that lessons may be in the afternoon.

Other points to be addressed

Management

M6 An annual survey of teachers does not currently elicit a high response rate.

Addressed. 'EFL Teacher Feedback Forms 2019' have been completed by all teachers leaving.

M21 Not all of the complaints procedure is written in accessible English and complainants are referred to a number of different external bodies, some of which are not relevant to international students and their representatives.

Students do not receive a copy of the complaints procedure and it is not displayed in the centre.

Addressed. A simple and accessible complaints procedure is shown on noticeboards and the website.

Relevant external bodies are named.

Premises and resources

P1 Some of the paintwork and decoration, particularly in some of the classrooms and stairwells in the learning zone, is in need of urgent redecoration.

Not yet addressed.

P7 During the inspection, some of the materials used with lower-level and younger students were unsuitable for them and some resources were for adult learners.

Addressed. The learning materials have been reviewed and unsuitable materials removed.

Welfare and student services

W9 Rooms are furnished with bunk beds which are not suitable for older students. Some rooms have only limited circulation space and storage areas. Students in the focus group commented unfavourably on the size of the rooms and the space available.

Not addressed. The bunk beds are adult size, so this is no longer a point to be addressed.

Conclusions

The organisation has satisfactorily addressed almost all the points raised in the 2018 report and has plans to rectify the remaining points.
