

Organisation name	KKCL, Harrow
Inspection date	18–20 August 2015

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited KKCL in August 2015. 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 private language school offers courses in general and professional English for adults (16+) and for under-18s and for closed groups of under-18s, and vacation courses for under 18s and adults (16+).

Strengths were noted in the areas of student administration, course design, teaching, care of students, leisure opportunities, care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	2004
Last full inspection	October 2011
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	July 2013
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2002
Ownership	KKCL is a registered trading name of Roxinford Education UK Ltd
Other accreditation/inspection	ISI QAA

Premises profile

Address of main site	103–105 Greenford Road, Harrow HA1 3QF
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	Camden Centre - from 12/07/2015 to 09/08/2015 Classrooms: Working Men's College, 44 Crowndale Road, London NW1 1TR Residence: Max Rayne House, University College London, 109 Camden Road, London NW1 9HZ
Profile of sites visited	<p>The school occupies a listed mid-Victorian building a few minutes' walk from Sudbury Hill Harrow mainline station. The school moved to these premises in June 2011. There are seven classrooms and a number of smaller rooms that can be used as classrooms or for one-to-one sessions. There is a boardroom with separate shower and toilet facilities, an IT lab with 16 student PCs, another PC is available for the teacher, a café and a student lounge. The café leads onto a small courtyard with a fountain.</p> <p>The Working Men's College was founded in 1854. While much of the interior of this listed building has been updated, many original features remain including the original library. KKCL rented six rooms for the summer period. Five were used as classrooms and one as a teachers' room. Students also had use of a cafeteria and the main hall, which was used for induction and end of course presentations. The residence was a 15–20 minute walk from the college.</p>

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	36	17
Full-time ELT (15+ hours per week) aged 16–17 years	7	23
Full-time ELT (15+ hours per week) aged under 16	11	81
Part-time ELT aged 18 years and over	14	24
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	68	145
Minimum age	4 (with parents)	10
Typical age range	20–25	11–17

Typical length of stay	4 wks	2 wks
Predominant nationalities	Italian, Azerbaijani, Chinese, Polish, Spanish	Italian, Korean, Chinese, Jordanian
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on student visitor visas	13	8
Number on child visitor visas	2	17

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	14
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	6	
Total number of administrative/ancillary staff	11	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	9
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	11

These figures include the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other: N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English classes for adults are offered at B1 to C1 levels and can be P/T (6 or 9 hours per week), F/T (15 or 21.5 hours per week) or Intensive (24 or 31.5 hours per week). 16 – 17 year olds are enrolled on adult courses. Classes run in the mornings from 09.00 to 12.15, in the afternoons from 13.00 to 14.30 and in the evenings from 18.00 to 21.00. One-to-one classes can also be provided from 13.00 to 16.00. General English classes for Juniors (branded as Go Create! English) are F/T 20 hours per week. They take place every morning from 09.00 to 13.00 and comprise integrated media workshops and English language learning. There are activities and excursions every afternoon and on Saturdays.

Business English courses P/T (15 hours per week, F/T (30 hours per week) take place in the afternoons from 13.00 to 16.15) and combine with the IELTS/General English in the mornings for the F/T course. They are offered at B1 level and above. There is also a one-to-one Business Course that takes place in the afternoon. Business students can take the TELC Business test at the end of their course. Additional ESP closed group courses offered include English for Medical Professionals, for Engineers, for Hotel & Restaurant, for Law, for Government, for IT Professionals and for Aviation and can run on a P/T or F/T basis.

Teacher Development courses include a general teacher training course and an English for CLIL teachers. Both can be offered as P/T (16 hours per week) and F/T (30 hours per week).

Other courses include IELTS Prep, P/T (9 hours per week), F/T (15 hours per week) and Intensive (24 hours per week) and GESE Prep P/T (9 hours per week) and F/T (15 hours per week).

On request, the school offers language classes for 5–10 year olds if their parents are also attending the school.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	6	6
Private home	0	0
Home tuition	0	N/a
Residential	0	0
Hotel/guesthouse	21	2
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	10
Staying in privately rented rooms/flats	23	0
Overall totals adults/under 18s		
	50	18
Overall total adults + under 18s		68

Introduction

Formerly known as Katherine and Kings College, London, the school was established in 2002 but re-branded in February 2014, changing its trading name to KKCL English. The current director and sole proprietor, who took over this family business in 2009, remains in place and the legal status, premises and contact details also remain unchanged.

The school is based in Harrow, Middlesex and has recently consolidated its business into English language courses for adults and juniors. Previously, in addition to English language, the school had offered courses in management, tourism and accountancy but they ceased to run in June 2014. This year the school ran an additional junior summer school in the Working Men's College in Camden. Students were accommodated in a nearby UCL residence. The school has ambitious plans to expand its business, in particular its junior provision.

The school is managed by the director with his management team of a director of operations, director of studies, director of marketing and sales and director of media services. The school has recently appointed an assistant director of studies who will also join this management team when appropriate.

The inspection took place over two and a half days. Inspectors had meetings with:
 the director
 the director of studies (DoS)
 the director of operations
 the director of media services
 the director of sales & marketing
 the assistant director of studies (ADoS)
 the socials and excursions co-ordinator
 two administrators
 two activity leader.

Two separate focus groups were held with adult and junior students, and a focus group was held with teachers. Inspectors visited the Working Men's College in Camden and the UCL residence used for the junior summer school. One inspector visited two homestays and two local hotels. Two teachers were off sick during the inspection but all other teachers were observed. Two teachers were observed twice. Both evening classes were observed.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear management structure, with transparent lines of reporting and a shared understanding of roles. All members of the management are very visible to both staff and students in the school and there is a strong sense of leadership and ambition. Members of the management team are empowered to take decisions within their areas of expertise.

M3 All roles have appropriate and detailed job descriptions.

M4 The management team has regular meetings either face-to-face or virtual (particularly during the split site summer operation). Action points are recorded and tracked via a collaborative project management application. The DoS and ADoS have substantial informal contact on a daily basis and there are scheduled paid team meetings with teachers every two weeks. There was a weekly meeting during the summer school. The school has recently adopted another project management application which the director of operations and the DoS use to communicate day-to-day operations with the teaching and activities teams. It was reported by all staff as being a particularly effective communication tool for the split-site summer provision. Teachers reported that they would welcome more information about both short- and long-term strategy and its impact on student numbers.

M7 There is a robust induction procedure for staff and all staff reported that this had been followed. Teachers are also provided with a useful checklist of items that are essential for new staff. New staff are observed during their three-month probationary period. The appointment of an ADoS has enabled the development of a system of mentorship.

M8 All members of staff have a line manager who conducts their annual appraisal in September. Records of appraisals were evidenced. Some staff had not yet been appraised as they had been appointed after last September. This included the DoS. One member of staff had missed their appraisal due to absence and it had not been rescheduled. Records of management appraisals were comprehensive and there was evidence of CPD activities linked to target objectives. There was less evidence of how appraisal targets and areas of improvement for teachers were systematically linked into CPD and other aspects of the school, although monthly staff meetings and additional meetings during the summer did focus on key aspects of ELT. The DoS deals with any unsatisfactory performance identified in student feedback via the observation process and by providing learning and teaching support.

M9 The DoS holds a teacher-training workshop every month. It is not clear, however, how the programme links to the real needs of teachers as identified in appraisals and observation (See M8). Some teachers were unclear of how to access individual CPD and there is not a clear policy of how this is allocated. CPD opportunities for management were comprehensive.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The reception desk is located at the entrance of the school and reception staff control access into the building. As a consequence, they have initial contact with all students. Inspectors observed, and students commented, that they were friendly, courteous and helpful and that their demeanour set a very positive atmosphere in the school. There are two reception staff who can cover for each other. Information systems are efficient and up-to-date.

M11 The school has invested in a client management system that provides comprehensive and tailored information for students, group leaders, agents and parents. Skype meetings also take place where possible to test students prior to arrival and to give them further information about the course and the school. Pre-arrival documentation is also comprehensive.

M12 The client management system is linked to the enrolment database so that once students have accepted their offer, they are automatically enrolled and the information passed on to the appropriate administrative and finance staff. The system also links to the project management application that supports day-to-day operations and the leisure programme to ensure that the student or the group receive the appropriate bespoke programme. Together, these applications have been carefully tailored and streamlined to ensure an efficient individualised student journey from initial contact to enrolment and programme choice.

M13 As part of this system described above, students provide comprehensive data before their arrival. This is checked on arrival and longer-term students are frequently asked by reception staff whether their details have changed. A form is also available at the sign-in desk to update personal details. All records sampled on the database were up to date and comprehensive, and included additional information about any incidents, absences and/or issues that the student may have had.

M14 There is a clear policy on attendance. The school has invested in a biometric finger print and card-recognition system that all adults to the school use (there is a sign-in system for juniors). The system is very efficient but, as yet, it is not linked to the student database so it can only be used for collating attendance in retrospect rather than as a proactive tool. The school is working on how to link these two systems but, in the meantime, attendance-monitoring processes could be more efficient. Currently, the sign-in/finger-print system is backed up by teachers leaving their room to report absences to reception. Whilst inspectors have confidence that attendance monitoring processes are effective, they are cumbersome, especially given the other very streamlined administrative and management systems in the school.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Some points from the previous supplementary inspection had not been adequately addressed. For example, the anti-bullying policy had been removed from the handbook.

M17 Evidence was provided of regular review although a clear cycle of review dates was not. Inspectors saw end-of-course reports, action taken in response to feedback, and examples of how new ideas and systems had been implemented.

M18 Initial feedback is sought informally by reception staff as students arrive and sign-in each day and in class by their teachers. Students confirmed this. Written early feedback would be preferable to ensure that all students have a more formal opportunity to flag any settling-in issues. Exit questionnaires were seen and the information is collated. The DoS and ADoS also run occasional focus groups with students in class. Inspectors did not see written feedback from these meetings.

M19 Evidence was seen of staff feedback being sought and action that was taken in response.

M20 The school has a very clear complaints procedure that is in the student handbook and on noticeboards and is written in very accessible language. However, it does not go far enough in providing ultimate recourse beyond the school (i.e. through English UK).

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The publicity materials comprise leaflets and a website.

M21 Both paper-based and electronic information is well written, clear, and accessible to students.

M22 Publicity provides accurate visuals of the premises and the area. Videos are representative of the likely student experience and evidence was provided that students gave permission to appear in them.

M24 Information about non-teaching days is incomplete.

M25 Publicity does not provide the approximate cost of examination fees.

M27 Information about the leisure programme is accurate but could be expanded to reflect the number and range of activities that the school offers.

M28 Information about teachers does not appear in any publicity.

Management summary

The provision meets the section standard and exceeds it in some respects. The management team provides sound strategic and operational leadership that works to the benefit of the students, its staff and the reputation of the school. Staff are helpful and friendly and management systems are well developed and innovative. Sound quality assurance systems are in place and some aspects of publicity are good, although others still require attention.

Student administration is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R2 The school is well maintained, clean and with good décor.

R3 Classroom sizes vary but all were adequate in size for the number of students and all provided a well-designed, pleasant and flexible learning environment with appropriate furnishing and ventilation.

R4 The school café, on the ground floor, is an excellent resource that is welcoming and comfortable. Food is prepared on site and provides a healthy and nutritious menu at affordable prices. Lunch is free for staff. The outside courtyard leading from the café is an attractive space for students in good weather. Tables and benches have been set up around the fountain and the space is often used in the summer for end-of-course parties as well as during break and lunchtimes. The school also has a student lounge on the first floor that has comfortable sofas and easy chairs for students' relaxation. This space can be used as an additional eating space when needed.

R5 Signage, on the whole, is very good. Noticeboards provided floor plans of the school but labelling could be made clearer.

R6 The teachers' room is adequate but a little cramped and had only two PCs. Some additional resource would ease pressure on staff at key times during the day.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 The school does not provide course books so there is a reliance on photocopied or in-house materials. The school has recently invested in ring-binder files for each student for the collation of these handouts but at the time of inspection they had not yet been distributed. There is a need to develop additional materials for young learners who are not following the Go Create! English course.

R8 There is a comprehensive stock of materials for teachers both in the staff room and online. An online file-sharing service was used successfully during the summer to distribute materials for the junior course to staff at the additional site. Teachers reported that a strain was sometimes placed on activity resources for juniors at peak times during the summer.

R9 Technology plays a central role in the curriculum, especially in the delivery of the creative workshops on the junior course. The school has made a considerable investment to support this with the purchase of cameras, lighting and editing facilities as well as a computer lab. During the summer, students at the additional site in Camden had access to a Mac lab as well as the equipment described above. There are interactive whiteboards in two of the classrooms. Technology is very well supported by the director of media services.

R10 There is no library or self-access area for students although the student lounge would be an obvious location for such a resource. The IT lab can be used by individual students on an ad hoc basis in the afternoons if no class is timetabled in the room but there are no specific language learning materials, readers, DVDs or games available for students.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The school provides a pleasant learning and relaxation environment for students. The provision and use of media technology for workshops is exemplary as is the technological support provided. In some areas of the provision, print resources for students require some development.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 A rationale was provided and accepted for one teacher who did not have a Level 6 qualification. The teacher is currently studying for a degree and has substantial ELT experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Timetabling is done every Friday for the following week.

T10 The recent appointment of an ADoS has helped to provide additional levels of support and guidance for staff, in particular, during the split-site summer period. There is currently no formal peer observation or mentoring system but it is hoped that these will be introduced and led by the ADoS in the future.

T11 Observations are conducted twice per year and teachers reported that they were conducted sensitively and constructively. Newly appointed teachers are observed within a three-month probationary period. Additional observations are conducted if feedback indicates any student dissatisfaction with the teaching they are receiving.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The design for all courses is clear and comprehensive. Coursebooks are not used but the curriculum is firmly based on ELT principles. The Go Create! English syllabus is particularly innovative with a clear philosophy of

integrating media technology and language learning to develop knowledge, understanding and productive skills in both areas.

T13 Considerable review has already taken place and is on going, and evidence was seen of further review of the summer programme being integrated into the planning for next year. Feedback from teaching, administrative and social staff as well as from students is considered. Plans to grow the use of media technology within the adult programme are underway.

T15 The school has developed an online English Club where students post and share their work and follow the activities of the school during their stay and after they have returned home.

T16 Course design encourages students to develop their language skills outside of the classroom using technology. Students have interviewed members of the public, produced vox pops, and have used their experiences of being in London as stimulus for the production of songs, videos, animations and websites.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Adults have an individual tutorial every four weeks, or at least once if they are enrolled on shorter courses. All juniors have a tutorial once per week. Teachers provide regular progress tests and keep records that are used to inform tutorials.

T22 Students are offered substantial support in applying for university or boarding school entry. The director of operations has considerable expertise in this area and provides a bespoke service.

Classroom observation record

Number of teachers seen	8
Number of observations	10
Parts of programme(s) observed	Day, afternoon and evening classes were observed. Adult, junior and one-to-one classes were seen.

Comments

All teachers present were seen and two teachers were seen twice. Two teachers were absent during the inspection.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 All teachers produced accurate models of spoken and written English and provided clear explanations and relevant examples for students. In the best segments models on the whiteboard included parts of speech, phonetic script and stress marks.

T24 In most segments, language was well graded and appropriate for the level and type of student. On occasions the teacher's delivery was unnecessarily loud.

T25 Lesson plans were thorough although occasionally there were too many learning objectives for one lesson. Topics and materials were appropriate to the students and usually highly motivating. Anticipated problems were not always identified and learning objectives were not generally made known to the learners.

T26 Lessons flowed well and activities and aims were generally clearly linked. In lower-level segments, there were ample opportunities for controlled and semi-controlled language practice.

T27 Overall, teachers gave clear instructions and checked understanding effectively. Inspectors saw some expert and imaginative use of technology that engaged students and enhanced learning. All teachers managed classroom resources well. Handouts were usually motivating but could have been more appealing in some segments.

T28 Teachers displayed a wide range of techniques including effective elicitation, concept checking, good monitoring of pair and group work, and effective methods of peer and self correction.

T29 Students were usually very engaged in their learning. In the majority of segments there was a good balance of student- and teacher-talking time, a good variety of student interactions, appropriate pace and a good knowledge of the learners. This was particularly positive given that there was a high turnover of students on summer courses. In some segments, excellent strategies for controlling the use of L1 were observed.

T30 Overall, there was a very positive learning environment in all classes and a strong awareness by teachers of cultural differences and individual student needs.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a good standard overall. Teachers showed a sound awareness of the systems of English and adapted their language well to the level of the students. Lesson plans were thorough and lessons well staged. Some teachers used technology imaginatively and effectively to engage learners and all teachers managed their students competently. Teacher and student rapport was very good and an enthusiastic learning atmosphere prevailed throughout the school.

Teaching and learning summary

The provision meets the section standard. Teachers are well qualified and are competently managed and supported; teaching is of a good standard. Learners are also well managed and are aware of their progress and learning needs. *Course design* is an area of strength, in particular, the integration of media technology and language learning. *Teaching* is also an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Fire drills are carried out regularly and evacuation procedures were witnessed at first hand as the fire alarm was set off accidentally. There are appropriately trained fire marshals among the staff and all staff are fully briefed on fire safety. The front door is kept locked and students sign in using a biometric finger print or id card system. All visitors sign in and out. Staff and the younger students wear lanyards. Appropriate security procedures were evident at the off-site premises.

W2 Pre-arrival information is thorough and welcoming and provides students with a good idea of what to expect of life in the school and in the UK. Student induction procedures and accompanying published information are accessible, well presented and helpful. In addition there is a regularly updated welfare notice board. One classroom can be set aside during break times as a prayer room.

W3 The director of operations is the named welfare officer. She has a high profile in the school and works closely with the rest of the staff, who are all well able to deal with anything that students may need help with, and are

mutually supportive in ensuring that the best advice and help is provided.

W4 Met but, although students are urged to treat each other with respect, there is no advice available to them in writing on what to do in case of bullying or harassment problems. Staff are given clear advice on what to do in case of harassment.

W6 The school has its own minibus and professional driver and also uses a local taxi firm to provide a transfer service when required.

W7 A wide range of advice is available in student handbooks and on noticeboards, and is covered in the student induction procedures. UK traffic regulations need more prominence.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay and hotel accommodation for students attending the main school. The school has a very modest register of homestays at present and works with a British Council registered accommodation agency to fill the gaps. The junior students attending the Camden Working Men's College stay at a University College London residence about twenty minutes' walk from the college and can also stay in homestay accommodation arranged by the accommodation agency if requested.

Two hotels, two of the school's own hosts and the residential accommodation were visited, although there were no students in the residential accommodation as this off site provision was now finished for the summer.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Both homestays visited had clearly made their students very welcome and had provided all necessary services and facilities. They were clear on their responsibilities towards the students in their care and complimentary about the level of support received from the school. The hotels were of a good standard providing comfortable ensuite accommodation. Both hotels have 24-hour security and comfortable public areas where students can relax.

W10 All hosts are carefully vetted prior to being placed on the school's register. Hosts are provided with comprehensive and helpful guidelines and an emergency telephone number.

W14 Initial feedback on the accommodation is largely informal at present. Staff meet the students every morning as they sign in and check how they are. The school is currently piloting a new, shorter feedback form. The school quickly passes on both good and bad feedback to the accommodation agency. School staff are clearly confident that they will get a fast response, followed by appropriate action in case of negative feedback.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments
W17 Detailed guidelines are given to hosts, which form part of the contractual agreement between the school and the provider.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments
W22 The residential accommodation was unoccupied during the inspection period.
W23 There are always first aid-trained KKCL staff supervising overnight as well as the first aid-trained UCL security staff.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments
W24 The student handbook has plenty of advice and help if a student wishes to live independently. It does not however warn students that they may feel lonely or that they may miss out on English conversation.
W25 Two local hotels are recommended by the school. They are visited regularly by school staff.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
W26 The DoS is currently in charge of planning and staffing the social programmes. Students are kept very well informed of all scheduled activities on the Social Slate in the reception as well as being provided with suggestions and information on alternative activities and events.
W27 The leisure programmes for the younger students are thoughtfully planned and well publicised, and are staffed by enthusiastic and well-briefed activity leaders.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. The accommodation provided is suitable and the management of the accommodation systems works to the benefit of students. *Care of students* and *leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There were 18 students under 18 at the time of the inspection

C1 The school has produced a comprehensive and clear safeguarding policy. Important local information has been added such as the contact details for the relevant social services departments in the area. The documentation explaining the policy and the needs for implementation is clear and accessible to all. There are no gaps in the information and advice given. It is reviewed annually. There is also a condensed version for easy access. All visitors and contractors are presented with clear and polite guidelines on appropriate behaviour whilst visiting or working in the school.

C2 The designated safeguarding persons have undergone either advanced training for designated staff or specialist training. All other staff have had basic training. The director of operations sees her safeguarding training as ongoing and has applied for further training, which she then intends to pass down to the rest of the staff.

C3 The school provides a very good level of responsible and comprehensive care for the students. This is not very well described in either publicity or other documents sent to parents and guardians.

C5 The main carer in a homestay household is DBS checked. References are taken up before the hosts are placed on the accommodation register.

C6 Risk assessments are in place for all in-house and off-site activities.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. The provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided is good.

Care of under 18s is an area of strength.

