

Organisation name	KKCL English, Harrow
Inspection date	16–18 July 2019

<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, an action plan must be submitted within three months to demonstrate how weaknesses in publicity and S4 will be addressed. This should be followed up by a spot check next summer focusing on the points to be addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited KKCL English in 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 <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 English for adults (18+) and young people (16+) and vacation courses for under 18s.</p> <p>Strengths were noted in the area of leisure opportunities.</p> <p>The inspection report noted a need for improvement in the areas of publicity and course design.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

KKCL, formerly known as Katherine and Kings College, London, was established in 2002. It was re-branded in February 2014, changing its trading name to KKCL English. The current director and sole proprietor, who took over this business in 2009, remains in place and the legal status, premises and contact details also remain unchanged. KKCL is part of Roxinford Education Group which also operates an international association for English language teachers. KKCL also has a joint venture international summer camp in China.

Since the previous inspection there have been a number of changes in the management of the school. The previous director of studies (DoS) left in September 2018. The current assistant director of studies (ADoS) was acting DoS until the appointment of the current DoS in April 2019. KKCL previously ran junior summer courses in a number of universities but since the summer of 2017 has been running one junior summer course at Harrow. Rooms in the head office premises have been refurbished to provide accommodation for a new Ofsted registered nursery school.

The adult school offers general English courses for adults and IELTS courses. Students can follow general English classes for six, nine, 10 or 25 hours per week. IELTS preparation courses are offered at B1 level and above (15 hours per week). Approximately 45 per cent of students are UK residents.

English for CLIL closed group courses for teachers are offered, as are one-to-one classes.

General English classes for juniors branded as Go Create! English (Go Create) are 15 hours per week. The academic programme takes place at St Dominic's Sixth Form College during the summer months. Classes run from 09.00 to 12.15 and 13.30 to 17.00. They comprise practical media classes and English language teaching. There are half day activities on Fridays and full day excursions on excursion days. Students choose residential accommodation in a Harrow School residence or homestay accommodation administered by KKCL.

The inspection took place over two and a half days. The inspectors had meetings with the director, the director of studies (DoS), the assistant director of studies (ADoS), the director of operations, the senior operations manager, the activities manager, the homestay manager and the residential manager. All teachers timetabled to teach during the inspection were observed and focus groups were held with teachers, students, activity leaders and group leaders. One inspector visited three homestay providers and the Harrow School residence.

## Address of main site/head office

103–105 Greenford Road, Harrow HA1 3QF

## Description of sites visited

The KKCL head office and adult school occupy a listed mid-Victorian building in North London within walking distance of a mainline and underground station. On the ground floor there is a reception desk near the entrance, two classrooms, a small interview room, a boardroom/classroom, the director's office, a café, and an outdoor patio comprising seating areas, a covered area and a fountain. Two large rooms on this floor have been converted into use as premises for the new nursery school. A student common room and an adjoining self-access computer room are located on a mezzanine floor above the café. On the second floor there are three classrooms, two teachers' rooms with recording studio facilities, an academic office and offices for the operations team. There are male and female toilets on each floor.

KKCL has sole use of St Dominic's Sixth Form College (junior centre) during the summer period where it runs the Go Create junior programme. It also has sole use of some Harrow School premises and facilities including one of the residences. All these premises are a short distance from KKCL head office.

At the junior centre there are ten classrooms with access to a large number of additional classrooms some of which are used for registration in the morning. There is a teachers' room, a library used for student reception and registration, a canteen, a tuck shop with covered outdoor seating, an operations room for the activity leaders and a sports hall.

At Harrow School the student residence is a short walk to the dining hall and outdoor barbeque area overlooking the Harrow School golf course. KKCL has use of extensive sporting facilities in addition to the use of the historic 'Old Speech Room' in the main school building.

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

General ELT for adults (18+) and young people (16+)	<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 checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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

At the time of the inspection five classes, ranging from elementary to upper intermediate level and an IELTS class were running at the adult school. Three were running in the morning and two in the afternoon.

At the centre, three Go Create classes and a closed group IELTS class were running in the morning and afternoon.

The current age ranges are 11 to 17 for the young learner courses. Students aged 16 and 17 are enrolled on adult courses.

### Management profile

The school is owned and run by the principal. The DoS is responsible for all aspects of academic management. The senior operations manager and the activities manager are responsible for welfare. The director of operations, the senior operations manager and the homestay manager are responsible for accommodation. The director of studies and the director of operations are responsible for care of under 18s.

### Accommodation profile

KKCL offers homestay accommodation to adult and junior students throughout the year with hosts in Harrow and Wembley. Homes are a short bus or underground journey from the main school.

During the summer, KKCL also offers accommodation to junior students in a boarding house which forms part of Harrow School. Rooms are situated over five floors. Apart from one triple, all rooms are single or double. Male and female students have bedrooms in separate corridors, each of which has its own shared bathroom and toilet facilities. Entry doors to the building are locked on a keypad to which only staff have the combinations. Staff bedrooms have locks, but students' rooms do not. A KKCL staff member is resident on each floor; at night a minimum of four staff are on supervisory duty. The rota always includes a least one male and one female. One floor in the boarding house is used exclusively to accommodate other school staff and group leaders, sharing their own bathroom and toilet facilities. The external garden area is patrolled by Harrow School security staff at night.

### Summary of inspection findings

#### Management

The provision meets the section standard. The provision is generally managed satisfactorily in accordance with the organisation's stated values and goals. However, there is a need for more robust procedures to be put in place in the area of staff induction. There is a need for improvement in *publicity*.

#### Premises and resources

The provision meets the section standard. At both centres the premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. However, there are unsatisfactory procedures for timetabling teachers. The teaching observed met the requirements of the Scheme. There is a need for improvement in *course design*.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Arrangements to ensure the safety, welfare and information needs of students are effective. Accommodation is suitable, although the recording of actions following student feedback on homestays is incomplete. Students on the junior summer programme benefit from a very varied range of well-organised activities and excursions. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. Measures to safeguard students under the age of 18 are generally appropriate. Training in safeguarding is extensive and wide-ranging. However, aspects of recruitment practice concerning references for staff and delayed DBS checks are unsatisfactory.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

<b>Strategic and quality management</b>	<b>Met</b>
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 times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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

M2 An executive summary shows what has been achieved but reference to future plans gives no indication of the time frame.

M4 There are regular documented staff meetings and an annual meeting for all staff. Closed social media groups and constant daily communication are used to ensure all staff and homestay hosts are kept up to date with information.

M5 Procedures for the collection of feedback from students are effective. Data obtained from initial, mid and end-of-course feedback is used to produce a graphic representation of feedback in different areas.

<b>Staff management and development</b>	<b>Met</b>
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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Not met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

### Comments

M10 Recruitment procedures for staff are largely effective but references for newly-appointed teachers did not fully meet Scheme requirements.

M11 The arrangements for the induction of new teachers are ineffective. Two teachers described very short inductions, which gave them insufficient information about the teaching programme.

<b>Student administration</b>	Met
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.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
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.	Met

### **Comments**

All criteria in this area are fully met.

<b>Publicity</b>	Need for improvement
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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not 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.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

### **Comments**

Publicity consists of a website, a brochure and a range of social media. The website is considered the main medium.

M22 The junior brochure gives a misleading impression of the scale and reach of the provision. There was one example of inaccurate information about one of the countries visited on the European Cultural Study Tour. At the time of the inspection the terms and conditions are not accessible on the website.

M23 Website publicity contains several examples of inaccurate English.

M24 The website does not contain clear information on the courses. There is a misleading statement regarding the maximum class size.

M28 The junior brochure describes teachers inaccurately as 'fully qualified', which was not true of all the teachers employed.

M29 The Accreditation Scheme marque was used incorrectly in all publicity with the omission of 'for the teaching of English in the UK'. This was corrected on the website during the inspection but remains in the junior brochure and on students' end-of-course certificates. Publicity contained two selective quotes from the previous inspection report.

### **Premises and resources**

<b>Premises and facilities</b>	Met
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.	Met
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.	Met

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.	Met
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<b>Comments</b>
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P1 The ground floor premises at the main school have been extensively refurbished and all areas provide an attractive and comfortable environment. The premises at the junior centre are comfortable and well maintained throughout.

P3 The facilities at the main school include a cafeteria and an attractive patio with seating. At the junior centre there are numerous seating areas in the grounds, a tuck shop and a dining hall, which provide a particularly pleasant environment. Free Wi-Fi to use personal devices is available at both sites.

P4 Free drinking water is available at both sites. The food sampled at both sites was satisfactory overall but insufficiently varied at the junior centre and unappealing in presentation. Free lunch is provided for all staff.

<b>Learning resources</b>	Met
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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.	Met
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

<b>Comments</b>
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P7 A wide range of well-organised and up-to-date learning resources is available, suitable for all course types taught.

P8 There is a good range of teaching materials. Teachers have access to a wide range of well-organised in-house materials and supplementary resources such as games, tablets and microphones for students' use.

P10 There is an appropriately equipped self-access/common room with an adjoining computer room at the main school which students may use for independent learning.

## Teaching and learning

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

<b>Comments</b>
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T1 A rationale was submitted for one teacher without a Level 6 qualification, which was accepted in the context of this inspection.

T4 A rationale was submitted for the ADoS, who is TEFLI, which was accepted in the context of this inspection. The ADoS gained over six months' practical experience as acting DoS before the appointment of the current DoS. The current DoS is very experienced and provides the ADoS with daily support.

<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.	Not 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.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T6 Procedures for timetabling teachers are unsatisfactory. Changes to the teaching staff and their deployment are frequent and sometimes sudden. Adult students commented that there was a lack of coherence in their programme because of frequent changes of teachers.

T8 Insufficient attention is paid to continuous enrolment. There is no explicit guidance in this area in the teachers' handbook.

T9 Teachers have good professional support. The DoS and ADoS are very accessible on a day-to-day basis. Teachers in the focus groups were very positive about the guidance and daily support they provide, in particular to newly-recruited teachers.

T10 Arrangements for monitoring of teachers' performance are good. Teachers receive a one-hour formal observation at least twice a year with feedback. Other observations include drop-in observations in response to negative feedback, and first-week observations of new teachers.

<b>Course design and implementation</b>	Need for improvement
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.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

#### Comments

T12 Courses, and the materials that underpin them, are not regularly reviewed by the academic management team or teachers and there was no evidence that student feedback is taken into account.

T13 Students are not provided with course outlines or weekly plans.

T15 There are suggestions for independent learning in the students' common room but there was no evidence of a planned focus on study and learning strategies. The teachers' handbook does not include any reference to the importance of study and learning strategies.

T16 The Go Create course design encourages students to develop their language skills outside the classroom. For example, students interview members of the public, produce vox pops, and produce videos and websites. Adult students have day-to-day experience of the local environment through work placements.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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	Met

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

### Comments

T18 Teachers on the adult courses provide students with an academic profile which is updated on a weekly basis and which students can access via their student portal. There are effective procedures for monitoring the progress of students on junior courses.

### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

### Comments

None.

<b>Teaching: classroom observation</b>	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.	Not 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 generally demonstrated a satisfactory awareness of English in use and its systems. One teacher's lesson plan contained minor errors in the use of English and one teacher provided an incorrect model of spoken and written English.

T24 Lesson plans were mainly thorough and speaking practice was appropriately prioritised. Some content in sessions for older juniors would have been more appropriate for adults.

T25 Lesson plans generally specified aims or activities rather than learning outcomes. Most lessons were coherent and well staged, although some activities in adult classes were limited in scope and in some junior classes were insufficiently challenging.

T26 In the better segments teachers made confident use of a range of appropriate techniques, including concept checking and elicitation. In some segments teachers did not always intervene to guide and extend learning.

T27 Seating arrangements were appropriate to the group and task. Whiteboards were well organised in most segments, with some effective use of colour highlighting. Instructions were generally clear.

T28 Some teachers gave useful feedback and monitored students' language during activities but overall, feedback was not sufficiently helpful.

T29 Evaluation included checks on specific lesson activities. In adult classes evaluation focused more on students' perception of the quality of their experience rather than planned learning outcomes.

T30 In general there was a positive learning atmosphere in the classes observed. The best teachers successfully ensured all students were purposefully engaged and made appropriate use of pairwork and groupwork. In other classes the atmosphere was more low key and some students were consistently off-task and unfocused.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory, with the majority being satisfactory. Teachers had generally appropriate language awareness, and were able to plan lessons



relevant to their students. However, learning outcomes were rarely identified. The delivery and management of the classes was generally satisfactory, but students received insufficient supportive feedback. There was a positive learning atmosphere in most classes observed and there was positive feedback on teaching from students in focus group meetings.

## Welfare and student services

Care of students	Met
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.	Met
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.	Met
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 Arrangements to ensure students' safety are good. Thorough risk assessments cover all premises in use. Implementation of KKCL's health and safety policies is identified as a key responsibility in the director's job description. Staff at both the head office and junior centre have received training as fire marshalls.  
W7 Information is very clearly and attractively presented. Handbooks for young students contain a wide range of useful information. Practical advice, for example on what to do in the event of getting lost, is simple and sensible.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Not met
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

W11 Inspection of accommodation before placements and subsequently is thorough and effective. The director of operations routinely makes these visits, drawing on the insight and expertise she acquired when hosting students herself.  
W12 Written information confirming homestay bookings is detailed and very helpful. Comprehensive guidance on travel from the accommodation to the school is helpfully supplemented by clear maps. Pen portraits of hosts are routinely included and help ensure the student is well-prepared for their stay.  
W13 KKCL deals appropriately with any problems that students have with their accommodation, but does not systematically record in writing the actions it takes.  
W15 Students commented favourably on the standard of their breakfasts and evening meals at Harrow School.

<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
<b>Comments</b>	
All criteria in this area are fully met.	

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
<b>Comments</b>	
W22 KKCL recommends a local hotel year-round to adult students individually or in groups, and to groups of juniors accompanied by group leaders.	

<b>Leisure opportunities</b>	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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
<b>Comments</b>	

W23 Help for adult students wanting to make visits or attend events independently is very good. KKCL readily provides specific well-informed advice on itineraries and helps with making bookings.

W24 The junior summer school leisure programme is particularly wide and varied. It includes, for example, a popular poetry evening led by a published poet. Access to a range of sports is good and the programme's breadth ensures students rarely repeat other activities or excursions.

W25 Summer activities are very well-organised and resourced. The highly experienced activity leader and her enthusiastic team ensure the planning of activities and excursions is particularly thorough. Their response to students' requests, such as being included in excursions not originally planned for them, is positive and accommodating.

W27 The use of specialists to lead activities is extensive. Experienced coaches oversee tennis and rugby sessions and trained lifeguards supervise swimming. Rock climbing is provided at specialist centres with expert in-house trainers. A member of the activity staff with detailed in-depth knowledge of London leads highly informative day-long walking tours across the city.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to	Not met

under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
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

At the time of inspection there were 55 students under 18. Of these, 53 followed the junior summer programme, and two students aged 16 to 17 followed adult courses. In the previous six months there were six students aged 16 to 17 following adult courses, approximately six per cent of those enrolled. The school also ran a small number of short courses for closed groups where junior students formed part or all of the group.

S2 Training in safeguarding is extensive. The designated safeguarding lead, the director of operations and two of the management staff are trained to specialist level, while the activity manager has received advanced level training. All homestay hosts are required to complete basic safeguarding training online before accepting students.

S4 Aspects of the recruitment process for recently appointed staff are unsatisfactory. Two teachers had started work without two suitably-sourced references in place. The results of DBS checks for one of these teachers and one activity leader had not arrived before they started work; no written risk assessments concerning their deployment were in place.

#### 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	2004
Last full inspection	2015
Subsequent spot check (if applicable)	2016
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) 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	Name of company: Roxinford Education Group Ltd

	Company number: 6260864 KKCL is a registered trading name of Roxinford Education Group Ltd
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 and not visited	N/a

### Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	15	45
Full-time ELT (15+ hours per week) aged 16–17 years	6	25
Full-time ELT (15+ hours per week) aged under 16	49	125
Part-time ELT aged 18 years and over	8	20
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>78</b>	<b>215</b>
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Chinese, Ukrainian	Italian, Chinese, South Korean
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–25	11–17
Adult programmes: typical length of stay	2–8	2–3
Adult programmes: predominant nationalities	Romanian, Saudi, Polish, Italian	Romanian, Saudi, Polish, Italian

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	10
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	20	

### Academic manager qualifications profile

Profile at inspection	
	Number of academic managers
Professional qualifications	
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	
The academic managers were not teaching during the week of the inspection.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
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	2	11
Private home	0	0
Home tuition	0	0
Residential	0	37
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	21	7
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	23	55
Overall total adults + under 18s	78	