

Organisation name	LanguageUK, Broadstairs
Inspection date	21–22 March 2017 and 2 November 2017

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 LanguageUK in March 2017 and November 2017. 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 closed groups of under 18s and adults (16+), vacation courses for under 18s, and courses for under 18s in teachers' homes.

Strengths were noted in the areas of staff management, premises and facilities, academic management, course design, teaching, and 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	2009
Last full inspection	March 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	November 2017
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	A separate company runs Spanish classes in the Broadstairs premises, mainly during the evening.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	March 2007
Ownership	LanguageUK Ltd Company number: 6150934
Other accreditation/inspection	N/a

Premises profile

Address of main site	LanguageUK, East Kent College, Ramsgate Road, Broadstairs, Kent CT10 1PN
Details of any additional sites in use at the time of the inspection	The Abbey School, London Road, Faversham, Kent ME13 8RZ
Details of any additional sites not in use at the time of the inspection	<p>During the peak periods (usually one or two weeks in the summer) the school rents rooms at the Baptist centre across the road from the school: 2 Queen's Road, Broadstairs, Kent CT10 1NU</p> <p>The school also uses teachers' homes to teach children on its family course.</p> <p>The school has moved to new premises in Broadstairs (see below) and the Baptist centre is no longer used. Children on the family course are taught in the school's new premises, and no longer in teachers' homes. Courses continue in Faversham.</p>
Profile of sites visited	<p>LanguageUK is based in new premises on the campus of East Kent College in Broadstairs, close to the centre of the town and a ten-minute walk to the beach. The premises are leased. The school occupies the ground floor of an Edwardian building set back from the road. There is a reception area, four classrooms, offices for the welfare and student services manager, and the two directors of studies, a kitchen and toilets. One of the larger classrooms, with a seating area used in breaks, opens onto a rear garden where there is further seating. Additional classrooms and other college facilities, such as the use of a hall or the art room, can be booked when required.</p> <p>The Abbey School is a business and enterprise academy for students aged 12 to 18, situated on the outskirts of Faversham, 28 miles from LanguageUK's year-round school in Broadstairs. It is a ten-minute walk to the railway station. LanguageUK has the permanent use of one classroom and rents additional classrooms as needed. At the time of the inspection, two additional rooms were in use. A corner of one of the classrooms was being used as office space by the course co-ordinator/director of studies (DoS). Staff have access to a kitchen, and students and staff can use the school</p>

	canteen. LanguageUK can also book the use of facilities such as the gymnasium, hall, dance studio and food technology room when required.
--	---

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100% in both centres	100% in both centres
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	Broadstairs: 24	Broadstairs: 51 Faversham: 50 (peak month February)
Full-time ELT (15+ hours per week) aged 16–17 years	Broadstairs: 1	Broadstairs: 7
Full-time ELT (15+ hours per week) aged under 16	Broadstairs: 17 (on family course) Faversham: 47	Faversham: 50 (peak month February) Broadstairs: 21 (on family course)
Part-time ELT aged 18 years and over	Broadstairs: 1	0
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	71 Broadstairs: 42	Broadstairs: 79 (July) Faversham: 50 (Feb)
Advertised minimum age	Broadstairs: 5 (children on family course) Faversham: 15	Broadstairs: 6 (children on family course) Faversham: 13
Actual minimum age	Broadstairs: 5 Faversham: 15	Broadstairs: 6 Faversham: 13
Advertised maximum age	Broadstairs: 15 (children on family course) Faversham: 16	Broadstairs: N/a Faversham: 16
Actual maximum age	Broadstairs: 15 Faversham: 16	Broadstairs: 18+ Faversham: 16
Typical age range	Broadstairs: 20–24 Faversham: 15–16	Broadstairs: 20–28 Faversham: 15–16
Typical length of stay	Broadstairs: 3 months 1 week (family course) Faversham: 6 days	Broadstairs: 2 weeks Faversham: 6 days
Predominant nationalities	Broadstairs: Italian Faversham: Italian	Broadstairs: Italian, Spanish, Qatari. Faversham: Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	3	36

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	Broadstairs: 6 (3 on family course) Faversham: 3	Broadstairs: 12 Faversham: 3
Number teaching ELT 20 hours and over a week	Broadstairs: 3 Faversham: 3	
Number teaching ELT 10–19 hours a week	Broadstairs: 3 Faversham: 0	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	Broadstairs: 1 Faversham: 1	Broadstairs: 1 Faversham: 1
Number of management (non-academic) and administrative staff working on eligible ELT courses	Broadstairs: 3 Faversham: 1	
Total number of support staff	Broadstairs: 1 Faversham: 3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	N/a
Total	2
Comments	
The DoS at Broadstairs was scheduled to teach for 15 hours but was not teaching at the time of the supplementary inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	6
Comments	
These figures do not include either DoS.	

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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

The following courses have been run in the previous 12 months.

Broadstairs: 1. general English for adults (16+), including exam preparation, for 17 or 23 hours per week; 2. teacher development (two to three courses per year); 3. work placement which comprises two weeks' general English and two weeks' work placement; 4. family courses – adults taught at the school, children taught in teachers' homes, offered throughout the year but most take place in the summer; 5. closed group courses for school students aged 16+, usually one week in length, focusing on skills for work, literature or culture etc.; 7. one-to-one courses for students at a low level or with specific needs e.g. English for business.

At the time of the supplementary inspection a one-week English for families course was running in school premises in Broadstairs.

Faversham: courses for closed groups of students aged 13 to 16 coming together from one school are held year round except when the Abbey School is closed for school holidays; from mid-June until mid-July classes for open-enrolment junior students are also held. The junior closed group courses are considered to be 'vacation courses' even when they take place outside the summer.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	Broadstairs: 15 Faversham: 0	Broadstairs: 9 Faversham: 47
Private home	3	0
Home tuition	N/a	0
Residential	N/a	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	Broadstairs: 2	Broadstairs: 3 (with parents)
Arranged by student/family/guardian		
Staying with own family	0	6
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	24	Broadstairs: 18 Faversham: 47
Overall total adults + under 18s		Broadstairs: 42 Faversham: 47

Introduction

LanguageUK operates on two sites: Broadstairs, where the adult (16+) courses take place and in the Abbey School, Faversham, where its junior courses are held. The school also runs an English for families course in Broadstairs, mainly during the summer, where the adults study at the school and the children have classes in teachers' homes.

A supplementary inspection was carried out in November 2017 to assess the English for families provision which could not be seen at the time of the last full inspection in March 2017. In early September 2017 the school moved to new premises, also in Broadstairs, and so the new premises were also checked during the supplementary inspection.

The English for families course is offered year round, and is most popular in the summer months. Parents or carers study on one of the school's adult courses (17 or 23 hours per week), while their children are taught in separate classes in the morning for 15 hours in classrooms on the college campus. The maximum class size is ten. The children have lunch in the college cafeteria and participate in a full, supervised activity programme in the afternoons until 16.00. Courses can be booked for between one and four weeks. Children between the ages of five and 15 are taught in groups; any children under five can be looked after by a qualified child minder who lives close to the school. At the time of the supplementary inspection there were three children's classes running with a total of 17 students aged from five to 14. The school offers accommodation in homestays or private homes for the whole family, on a half-board or self-catering basis, or can help families rent an apartment or holiday home, or stay in a hotel. The course can also be held for closed groups of parents/group leaders and children. Before moving to the new premises, children on the family courses were taught in teachers' homes but now they are taught on the college campus. Tuition in teachers' homes is only available on special request.

The full inspection in March 2017 took place over two days at the LanguageUK school in Broadstairs and at the Abbey School in Faversham. At Broadstairs, meetings were held with the director, the welfare and student services manager, the DoS, the administrative assistant, two group leaders and three teachers. Inspectors also talked to one group of students who were following the week-long closed group course, and a representative number of the long-

stay students. One inspector visited two types of accommodation, and all four teachers, including the DoS, were observed. The supplementary inspection was conducted by one inspector over one day. The inspector had meetings with the director, the welfare and student services manager and the children's course co-ordinator. Focus groups were held with some of the children, and some of the parents. All three teachers timetabled to teach during the supplementary inspection were observed. The inspector also checked the premises, and a range of documentation.

At Faversham, meetings were held with the course coordinator/DoS, the welfare officer, the teachers, an activity leader, three group leaders and a representative group of students. One inspector met the principal of the Abbey School and another visited one homestay. All three teachers 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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M3 Some job descriptions need updating: for example, although the job description of the designated safeguarding lead describes her role and duties, the safeguarding responsibilities of some other members of staff are not included in their job descriptions.

M4 Channels of communication between members of staff within the Broadstairs school and between the centres are excellent. At the Broadstairs school there is a weekly meeting attended by all members of staff. Staff at Faversham meet every day. The director and the student services manager regularly visit the Faversham centre. Staff in both centres reported that they are well informed and regularly consulted.

M5 Staff feel valued and well supported; there are family-friendly policies and the school managers have created a happy and rewarding work environment for all staff members. Recruitment procedures are sound.

M7 Recently appointed members of staff reported that they had received a thorough and personal induction so that they felt well prepared for their role. There is a useful induction checklist.

One of the three teachers on the English for families course was new and had had a thorough induction, including the opportunity to observe lessons before starting.

M9 There are well-established policies and procedures to ensure that all members of staff have appropriate opportunities for continuous professional development (CPD), including enrolment on courses leading to further qualifications. Appraisals effectively identify development needs and support is made available; this includes, for example, cover to attend courses and financial assistance. Staff are encouraged to participate in external training events and at both centres there is an in-house programme of development for teachers.

See T10 for CPD for teachers on the English for families course.

Student administration

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

Comments

M11 Individually enrolled students receive a very personal service before registration, and during their stay if they wish to change courses. Online interviews are conducted to establish level and needs. Students reported that their needs and expectations were being well met. However, there was evidence that some information had not been passed on in a timely manner by the agent to the leaders of the school groups, the students and their parents, and that in one instance, misleading information about the location of the course had been conveyed.

The parents on the English for families course were very satisfied with the excellent, personalised pre-arrival service they had received from the school director and other school staff.

M13 The systems to obtain and maintain up-to-date records of local contact details and of students' next of kin are not easily accessible at all times to those responsible for responding to emergencies. Sometimes the next of kin details of students on closed group courses are not made available to the school by the group leaders until the first day of the course.

The records for all the families on the English for families course contained all the required information.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 A detailed action plan had been drawn up for both centres.

M20 There had been no formal complaints but there are formal and informal ways in which students and group leaders can make requests and suggestions. Any significant incidents or action taken as a result of student requests are logged in a 'referral file' at each centre.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M22 Insufficient information is given about the location of the open-enrolment junior courses held at Faversham in the summer.

Information about the English for families course in relation to the location, and the services and resources provided by the school, is accurate and raises entirely realistic expectations.

M23 Information about all the courses offered is comprehensive and clear: the content and learning objectives are described in some detail.

M24 This criterion is met overall. However, the precise dates when the school is closed are not given.

M29 The school was using the version of the Accreditation Scheme marque which did not contain the wording 'for the teaching of English in the UK'. Now aware of this, the school will make the necessary changes.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and in accordance with its publicity. *Staff management* 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 checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 areas and food	<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 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school moved into new premises in Broadstairs in September 2017. The comments about Broadstairs below relate to the new premises. The premises in Faversham were visited in March 2017 but not visited during the supplementary inspection.

R1 There is sufficient and comfortable space in Broadstairs for students and staff. When the weather permits, students and staff have use of a patio and garden with seating, where they can eat their lunch and evening barbecues can be held.

The premises used at the Abbey School provide an appropriate environment for staff and students.

R2 The premises in Broadstairs are in an excellent state of repair and cleanliness, and everywhere is spotlessly clean.

The premises at the Abbey School are in a good state of repair, cleanliness and decoration.

R3 In Broadstairs there are two large classrooms and two smaller classrooms, and groups are timetabled accordingly. All have natural light and are quiet. The classrooms on the main college campus used for the children's classes are spacious, well lit, and furnished so that the layout can be easily adapted for different types of activity. Smart conference rooms in the hotel next door to the school are sometimes rented for adult classes on the English for families course.

R4 In the Broadstairs premises adult students have use of a modern kitchen with fridge and microwave oven, and there is a relaxation space with comfortable seating where they can eat their lunch; staff often join them and socialise at breaks and lunchtimes, which students appreciate very much. There is a choice of appropriate food at affordable prices in the immediate locality. The children are taken to have a hot lunch in the college cafeteria. Students at the Abbey School have use of the canteen where they can eat their packed lunch and buy food and drinks.

R5 The design of the new exterior signage was about to be finalised for Broadstairs, and signage then installed. At the Abbey School, good use is made of the permanent classroom to display information and the students' work.

R6 In the Broadstairs premises staff share the relaxation space, which opens onto the garden, with the adult students, and this works well. There is a small resources room curtained off from one of the classrooms and teachers can work there, although there is no provision for storing personal possessions. The director is planning to set up a dedicated staffroom for summer 2018 when staff numbers increase.

At the Abbey School the course co-ordinator/ DoS uses a corner of the very large room used for one of the classrooms which is adequate within the context, and all staff have use of the school canteen.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 At both centres, students in closed groups have bespoke materials designed for the course syllabus. Long-stay students at Broadstairs have a suitable coursebook. In the summer, when the average length of stay is shorter, coursebooks have been used, with photocopies provided for students studying for up to two weeks. The DoS feels this is unsatisfactory and is planning to design the summer courses for 2017 along the same lines as the closed group short courses, with in-house produced materials.

There is a very good selection of in-house materials for the English for families course, including very professionally produced worksheets.

R9 The teachers have access to interactive whiteboards (IWBs) and the internet in both centres.

In the new premises at Broadstairs two of the four classrooms have IWBs. The classrooms on the college campus used for the children's classes all have IWBs and teachers were seen using them to good effect. Training is provided. Every teacher is given a laptop. There is Wi-Fi provision in the new premises.

R12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. An outside consultant was used to develop the course materials for the closed groups and the family courses.

The children's courses co-ordinator has brief daily meetings with her teachers to check on how well materials worked and what needs changing or adapting for future use.

Resources and environment summary

The provision meets the section standard. The premises and facilities in Faversham are satisfactory. The learning materials provided for the closed group courses are of a particularly high standard. Overall, the learning resources and environment support and enhance the studies of students and offer an appropriate professional environment for staff.

The new year-round premises at Broadstairs provide a very comfortable and professional environment for students and staff. The learning materials provided for the English for families course are varied and appropriate. *Premises and facilities* is an area of strength.

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 checked="" 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 One of the teachers at Broadstairs and two of the teachers at Faversham do not have Level 6 qualifications. Rationales were provided and accepted within the context of this inspection. One of the teachers is currently studying for a degree in English and linguistics; one is studying for a diploma in ELT; the third has undertaken relevant post-school training in his former profession within the police force.

Of the three teachers working on the English for families course at Broadstairs, two do not have Level 6 qualifications. The rationales provided were accepted in the context of the supplementary inspection. One was studying for a degree in English and linguistics (as above), and one has completed a significant number of post-school training courses in areas relevant to the teaching of children.

T4 The DoSs in both centres are TEFLQ.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The deployment of teachers is very carefully considered in terms of their suitability for the range of courses on offer. CPD takes into account the need to develop teachers' ability to teach specific courses.

The children's course co-ordinator takes teachers' preferences and their teaching styles into account when deciding which level they will teach.

T10 There is a regular and effective CPD programme. Teachers keep CPD portfolios and there is evidence of active participation in a range of training events, both in-house and external. Those attending outside events report back to the other teachers and there is evidence of collaboration and sharing of good practice. Teachers reported that excellent support is provided by the DoS at each centre.

CPD for the teachers on the English for families course is good. They had participated in a number of in-house CPD sessions on practical aspects of teaching children, such as classroom management, and one of the teachers with relevant expertise had led one of the sessions. The children's co-ordinator sends details of useful webinars to her team.

T11 Teachers are regularly observed by their DoS and they also observe each other's classes. A recently recruited teacher with extensive experience elsewhere reported that he had found the observation process sensitively handled and very helpful.

Teachers on the English for families course are observed by the TEFLQ DoS for adult courses, and subsequently for further support by the TEFLI children's course co-ordinator. The newest member of the teaching team had not yet been observed by the DoS but this was due to take place shortly after the supplementary inspection.

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 and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 There is a principled structure with a syllabus checklist for the general English courses for adults. Most students are aiming to take an externally validated examination and the courses are designed to this end; a suitable coursebook is used. Course design for the short closed-group courses is bespoke, with morning classes used to prepare students for their afternoon activities and excursions. The content is negotiated to suit each group. The course design for the English for families course is creative. The programme is based on project work, with each week designed around a different topic. The aim is to ensure the children immerse themselves in the language, learn about life in the UK and have fun while learning.

T13 Course design is regularly reviewed in response to student, teacher, group leader and agent feedback. Adjustments are made during the course if required.

T14 Clear and comprehensive programmes of work are made available to students for each week. For the closed groups the links between the lessons and the out-of-class activities are indicated.

T16 For the closed groups, there is systematic integration of the local environment with the course content through work in class, out-of-class activities, and the social programme. Students at the Abbey School have the opportunity to share facilities and some activities with the British students studying at the school. Afternoon classes on the adult general English programme in the summer focus on British life and culture.

The children on the English for families course participate in a number of out-of-class visits and activities which ensure they use their English outside the classroom. The range of projects includes a visit to a local supermarket bakery to see bread being made, an introduction to jam-making with a local businesswoman, and a visit to the local

folk music festival. The children conduct surveys asking local people questions on their first afternoon, with the younger ones using worksheets to identify interesting local attractions.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students have the opportunity to take a test before arrival, and an online interview is often conducted. School children attending the short closed-group courses are usually grouped in advance by the sending school. Care is taken on the English for families course to place the children in groups appropriate both to their age and language ability. The director aims to talk directly to the parents about their child's hobbies and any learning issues. At the time of the supplementary inspection two ten-year-olds were being taught separately because of their advanced level of English.

T18 For long-term students there are regular tutorials and their progress in relation to their goals is closely monitored. Students' progress is an agenda item on the weekly staff meetings.

Classroom observation record

Number of teachers seen	7 in March; 3 in November
Number of observations	7 in March; 3 in November
Parts of programme(s) observed	All course types running in March English for families only in November

Comments

At Broadstairs: morning and afternoon general English classes; closed group class (Project Broadstairs).
At Broadstairs: English for families – children's classes.
At Faversham: closed group classes (preparation for a trip to Canterbury).

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<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 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Knowledge of grammatical and lexical systems was displayed, with clear reference to context and collocation. There was less evidence of teachers' familiarity with phonological systems, such as phonemes, stress and intonation patterns. Teachers generally produced accurate models of spoken and written English, appropriate to the aims of the lesson; however, in a small minority of segments observed, the teacher was producing an unnatural model by not using contractions.

T24 Lesson content was closely linked to the overall course objectives and the students' needs; in the closed group courses the content of the morning classes integrated well with the afternoon activities.

Lesson planning on the English for families course was detailed and related well to the aims of the course, to the ages of the children, and to their needs and interests. Project work was creative, topical and varied. Teachers planned differentiation into their lessons, and were observed integrating additional activities in their lessons to challenge the more able learners in their classes.

T25 The learning outcomes were appropriate and made explicit to the students through weekly plans, and at the start of each lesson. Lessons were cohesive and well staged.

T26 Techniques used were appropriate for the age and level of the students, and for the purpose of the lesson: eliciting, illustrating and checking meaning, meaningful practice tasks. Examples were observed of attention paid to word stress and sounds, but in a number of segments opportunities were missed for controlled pronunciation practice.

Teachers on the family course used a range of appropriate techniques, including skilful eliciting, demonstrating activities and checking meaning.

T27 Effective use was made of the classroom environment and of the available resources. Activities for the younger students made good use of the classroom space. Handouts were attractively presented. Excellent use was made of the interactive whiteboard and internet sources to raise interest, illustrate meaning and stimulate student discussion. Classroom management was well handled.

A wide range of resources was observed being used to good effect on the family course, including the IWBs, whiteboards and flipcharts, audio and video, handouts, maps and a wide range of stationery items for arts and crafts.

T28 There were examples of self- and peer-correction and students were given sufficient feedback on use of grammar and lexis. Some feedback was given on pronunciation but this was often not followed up with further student practice.

Teachers corrected the children sensitively, and gave feedback on pronunciation appropriately.

T29 Tasks and activities were well designed to demonstrate the students' ability in the target language and skills, and their readiness to profit from later input. This was particularly true for the closed group classes in which students were being prepared for afternoon visits.

Very good preparation work was seen, followed by activities which showed clearly how well the children had learnt the language and how well they could use it. Teachers made good reference to work done in earlier lessons.

T30 Content was engaging and tasks were varied. Teachers dealt with students in a sensitive and confident manner. There was a purposeful and positive atmosphere in all classes.

There was a very positive learning atmosphere in all three children's classes. Teachers had a good presence, maintained a good pace and included a range of activities, including some competitive tasks. All the students were very obviously engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme; it was of a high standard overall, ranging from good to excellent, with the majority being good. Planning was thorough and took full account of students' needs and interests. Resources and materials were used effectively and an appropriate range of teaching techniques was observed. Feedback and correction were generally handled well, although more attention could be paid to pronunciation. There was a positive atmosphere in all classes and students reported that they were enjoying and benefiting from their lessons.

The teaching of the children on the English for families course met the requirements of the Scheme and was very good. Lesson planning was appropriate, teachers used a range of techniques and resources, and classroom management was excellent.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, and Teaching* are areas 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 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 type="checkbox"/>	<input 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"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The Broadstairs school provides a safe and secure environment for the students studying on the school premises. The provision is equally good, but of a different nature, at the Abbey School in Faversham where students study in a dedicated area of the main school but also mingle with their UK counterparts for the shared workshops and lessons. Appropriate building and fire risk assessments are in place at both locations. The children on the English for families course at Broadstairs are taken by their teachers to their classrooms each morning. Everyone wears a high-visibility jacket, and the campus entrance, and all classrooms, have security-pad entry systems. First aid provision is good. Information about fire procedures has been given to all staff and students, and fire equipment is tested weekly. The college organises fire evacuation drills twice a year but none have taken place since the school moved in September. Building and fire risk assessment documentation has all been updated for the new premises.

W2 The school provides a very caring environment and great emphasis is placed on school being a safe place. All staff are committed to looking after and supporting their students.

School staff all know the children well and there is excellent daily liaison with the parents to ensure that all the children on the course are happy. Parents in the focus group were very appreciative of the support from everyone in the school.

W4 Policies and procedures are in place and made known to students. The information available in the student handbook and on notices around the Broadstairs school is attractively presented and easy to understand. Limited information is displayed at the Abbey School as the same classrooms are not always used by LanguageUK.

The school staff aim to create a safe and respectful environment for the children and this is reinforced by the notices in the school, and by encouragement in the classes for the children to work together.

W6 Transport and transfer information is handled very well. Students receive a personalised service and helpful information if they are travelling independently.

Transfers are arranged on request for parents and children. The school works with known and trusted taxi firms.

Accommodation profile

Comments on the accommodation seen by the inspectors

A wide range of accommodation is available from standard, premier (private bathroom) and executive (en-suite) homestay options to self-catering or hotel accommodation. One inspector visited two homestays and a self-catering studio.

No accommodation was visited during the supplementary inspection. Parents told the inspector they were all very happy with their accommodation, whether homestay or apartment, and were very positive about the help and advice given by the school.

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 type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<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 All aspects of this criterion are fully met. Homestay is of a high standard across the two sites.

W11 Accommodation is regularly visited. It was clear that the accommodation officer knows the homestays well, which enables her to match students and hosts effectively.

The welfare and student services manager confirmed that she visits hosts annually and checks everything, as she does on the initial inspection.

W12 Registers and records of visits are comprehensive but mainly kept in hand-written format. Accommodation

records are not backed up.

W14 Students commented very positively on the homestay provision and support they received from their hosts and the school. Written feedback forms confirmed the views expressed in the student focus groups.

The feedback forms seen from previous English for families courses showed a good level of satisfaction with accommodation in Broadstairs.

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 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

None.

Accommodation: residential

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

Comments

None.

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 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

W25 The accommodation officer has a register of flats, studios and B&Bs which she recommends to students. The accommodation available is actively monitored and assistance is given with booking arrangements.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information is given on a wide range of local, regional and national events.

W27 The weekly social programme is well organised. Students commented positively on the activities available which are varied and adapted to their needs and interests. The closed-group activities are an integral part of the programme and contribute significantly to the quality of the students' learning experience.

The afternoon programme for the children on the English for families course is varied and exploits opportunities for students to get involved in topical and/or local events. In the summer the children had done a seashore safari, and participated in singing at a local festival. At the time of the supplementary visit in early November, the children were

learning about Guy Fawkes.

W28 Risk assessments are available for all scheduled activities and updated regularly. However, information on how to respond in the case of problems is not always included.

W29 Teachers accompany the children on their afternoon activities, and risk assessments were in place. Additional activity leaders are employed during the summer.

Welfare and student services summary

The provision meets the section standard. Students' needs for security, pastoral care and information are met. Students feel they are studying in a safe environment. Staff are sensitive to, and able to respond quickly to, the needs of the students. Students are provided with a helpful amount of information and advice, allowing them to settle into and benefit from their stay in the UK. The leisure programme is appropriate to student needs. The facilities and services provided in the homestays are of a high standard, and overall the management of the accommodation systems works to the benefit of the students.

The needs of the students on the English for families course for security, pastoral care and information are met. Pastoral care for the children is prioritised. The afternoon activities programme is appropriate and varied.

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 type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 There is a detailed and comprehensive policy which specifies suitable safeguarding procedures; the designated safeguarding lead is named in the policy.

The teachers' handbook has been updated since the move to new premises; risk assessments have been updated and the handbook includes some amendments to various safeguarding issues.

C2 The level of staff training is high. All staff have completed basic training and the designated leads at Faversham and Broadstairs are qualified to advanced and specialised level respectively. Hosts, group leaders and students are made aware of the policy as appropriate.

C4 There is a good level of provision and safer recruitment best practice is followed; for example, homestay references are requested and records kept on file. A standard reference template for homestays is used consistently but this is not always the case for other staff.

C5 The supervision of the children during scheduled lessons and activities is very good. The children are taught in a separate building, and are escorted there and back, and supervised at all times, including at lunchtimes. There is a high ratio of staff to students. Special attention is given to health and safety during and after practical lessons, such as arts and crafts. The children have no unsupervised time on activities and excursions.

C6 Provision at Faversham is very good. There are rules for the occasional 17 year-old enrolled on adult courses at Broadstairs but there are no specific supervision arrangements outside scheduled lessons and activities. Parents and guardians are made aware of this before enrolment.

The safety and supervision outside scheduled lessons and activities is good. The children are brought to school by their parents, and teachers return them to their parents at the end of the afternoon. Road safety is discussed with the children.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation, the leisure activities and accommodation provided. The documentation explaining the safeguarding policy and the needs for implementation is clear and accessible. All staff are trained to a good level to ensure the well-being and safety of all children in their care.

The safeguarding of the children on the English for families course is excellent. Supervision arrangements are

exemplary. *Care of under 18s* is an area of strength.
