

Organisation name	Broadstairs English Centre
Inspection date	12–13 November 2024

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited, BEC, Broadstairs English Centre in November 2024. 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 <http://www.britishcouncil.org/education/accreditation> for details).

This private language school offers group courses in general English for under 18s (9+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Broadstairs English Centre (BEC) was set up in 2009 and moved to its current premises in 2014. It is family owned and run by the principal.

The school offers general English courses for groups of teenagers and young learners on one- or two-week courses. Some specialist closed-group courses can be delivered on request. Approximately 90 per cent of students are placed in the school by established language-travel agents with the remaining 10 per cent coming from direct school group bookings. Many of these agents and schools have been working with BEC for several years. Courses comprise 10,12,15 or 21 hours' tuition a week with a full programme of activities and excursions.

The inspection took place over one and a half days. The inspectors talked to the principal, the director of studies (DoS), assistant director of studies (ADoS), senior teacher/mentor, school development consultant, accommodation manager, activities manager, accommodation/welfare officer, accounts/HR manager and the bookings and enrolment manager. All teachers timetabled to teach during the inspection were observed by each inspector, and focus group meetings were held with teachers, students, activity leaders and group leaders. One inspector visited three homestay providers (virtually) and the on-site school's residence.

Address of main site/head office

2-4 St Peter's Park Road, Broadstairs CT10 2BL

Description of site visited

Broadstairs English Centre (BEC) occupies a three-storey building near the railway station and is within walking distance of the town centre and the seafront/beaches. There is an open-plan reception area/student common room on the ground floor which includes a school shop, canteen, seating areas, and a games area for pool and table tennis. There are five classrooms on the first floor as well as a new common room for all staff. The second floor consists of four staff offices, a teachers' room and a laundry room/staff kitchen. Three further classrooms are located on this floor, two of which can be opened up to provide a large space for daytime and evening activities. There are male and female toilets on each floor.

The residence occupies a separate wing on the ground and first floors, offering ten dormitories and five ensuite rooms for group leaders. A shower and toilet block are located on each floor.

Part of the building's rear yard has been converted into a picnic area for students.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Courses comprise 9, 12, 15 or 21 hours of tuition a week with a full programme of activities and excursions. Children from 9 to 17 are accepted throughout the year. Students who have turned 18 and are travelling within their school group may be accepted at certain times of the year.

At the time of the inspection there were three classes in the morning, ranging from pre-intermediate to upper intermediate level. There were 49 under 16s and no students aged 16 or 17 years.

Management profile

The school is owned and run by the TEFLQ principal. The DoS is responsible for all aspects of academic management and care of under 18s. The accommodation manager is responsible for welfare, accommodation and

also for the care of under 18s together with the DoS. An external educational consultant, who was a previous member of staff, provides feedback and advice on a regular basis.

Accommodation profile

All homestay accommodation is managed by the school. It is available on a half-board basis, with either twin or, on request, triple rooms. The school has a register of approximately 100 hosts, many within a 20-minute walking distance. Hosts who live further from the school drive students to and from the school and from activities. Hosts provide packed lunches twice a week, normally on excursion and departure days.

Residential accommodation is on site on two floors. There are 75 beds. Students are accommodated in rooms of six to eight students in bunk beds. There are five ensuite single and twin rooms for group leaders and one ensuite room for the houseparent. Males and females are accommodated on separate floors. A large, shared bathroom is provided on each floor. The residential package includes half-board with some groups opting also for packed lunches or hot lunches.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values, excellent quality and review procedures and very good human resources support and development. All aspects of student administration are carried out with great care and attention to the needs of the students. Staff are managed very well and encouraged to develop professionally. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are very well looked after and well equipped, providing a comfortable environment for study and relaxation. There are extensive resources available for staff and students. Guidance on the use of these resources is provided where needed. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Programmes of learning and learners are extremely well managed by a qualified and experienced academic management team. Course design is regularly and systematically reviewed, and students are encouraged to develop learning strategies. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the care of students at the school. Accommodation is efficiently organised. Homestay hosts provide a very good standard of service to students. The on-site residence is also of a good standard. A comprehensive, varied programme of leisure activities and excursions is provided, with excellent arrangements in place to ensure the safety of students and the training of activity leaders. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the safeguarding of students under the age of 18 in the school, during the leisure activities and excursions and in both homestay accommodation and the on-site residence. The provision is underpinned by robust policies, procedures and training. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength

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

Comments

M1 The goals and values of the organisation are contained in a clear, all-encompassing mission statement, which is communicated to staff during recruitment, induction and in a variety of documents and wall posters. It applies to all aspects of the school's work and there was continued evidence of staff's and homestay providers' involvement in its application.

M2 Plans for future development are clearly set out in the school improvement schedule and include developments on the site, the syllabus and digital improvements. There was evidence of work being carried out towards these objectives. For example, the recent establishment of a new sitting room based on staff requests.

M3 The staffing structure is clearly understood by all staff and the organogram is contained in staff and student handbooks. Staff photographs and roles are prominently displayed. There are excellent cover procedures in place for key staff and evidence of appropriate training and induction. Staffing levels in management and administration are generous, and there is a willingness to appoint new staff as required.

M4 There are regular documented staff meetings and an annual meeting for all staff. Digital messaging groups are used to ensure all staff and homestay hosts are kept up to date with information. Homestay hosts receive useful advice on communicating successfully with their students and are invited to regular school social events.

M5 Students complete daily evaluation questionnaires in class, which are recorded on the database and analysed each day. There are detailed end-of-course feedback questionnaires, which are also analysed to identify specific trends. The school has a clear commitment to obtaining feedback on all its services, both formally through daily feedback forms and by close liaison with group leaders. Student feedback on accommodation is routinely shared with homestay hosts.

M6 Staff are invited to provide general feedback at least twice a year. Staff were also consulted, via an anonymous electronic form, on the specific issue of the online placement test. Their responses triggered a review and rewriting of the test by outside consultants. All leaving staff complete a feedback questionnaire and there is an opportunity during biannual appraisals to provide further face-to-face feedback. Homestay hosts are also invited to provide regular feedback.

M7 The school continuously reviews its systems, procedures and resources with a view to improving all the services it provides. Strategic planning is outlined in the school development plans, in which all staff are involved. There is a systematic review of student, staff and homestay feedback to highlight those areas requiring improvement. An external consultant regularly reviews the progress of any recommended improvements.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
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.	Strength

Comments

M8 HR policies and procedures are made known to staff through clear documentation and supported by a permanent HR officer. There is a comprehensive employee handbook in which all policies are laid out in a concise and accessible manner. Copies are readily available and staff felt well informed, and appreciated the school's general care about their well-being.

M10 Extensive human resources policies are in place and particular care is taken in staff recruitment. Staff have

received useful training in specialised interviewing techniques. Strategic recruitment to maintain an appropriate and balanced team has resulted in the appointment of six new staff members since the pandemic.

M11 Induction checklists are tailor-made for each new member of staff to focus on individual needs and requirements, in addition to the routine requirements of joining the school. All induction activity takes place in paid time. In addition, an annual whole staff induction meeting in January focuses on any changes or developments in the school's structure and functioning to ensure staff awareness of any changes. All staff felt their initial induction had been relevant and extremely effective.

M12 Staff appraisals take place twice a year and consist of a robust and supportive appraisal procedure, which sets targets, identifies achievements as well as areas for improvement including further professional development requirements.

M13 There is a strong tradition of continuing professional development for all staff with funding available for approved further training courses. There was also evidence that training is a core element of the school's system of review and improvement of services.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Student and group leaders' feedback indicated high levels of satisfaction with the efficiency and helpfulness of staff. Customer service was a focus in the recent all-staff training meeting.

M15 All students enrol in groups via agencies or as school parties on educational visits. Course components are negotiated for each specific group, based on a variety of course options. Group leaders commented very positively on the quality and accuracy of the information they received before their course and on the effectiveness of discussions connected with the need for any changes.

M16 A bespoke student data management system run by an expert, permanent member of staff allows the school to provide detailed information and reports on every aspect of student enrolments. Full ownership of the system allows the school to manage staff accessibility requirements highly effectively.

M17 All emergency contact details are checked before arrival. Multi-lingual options allow parents and guardians easy access to all the required data. Details of the students' emergency contacts are comprehensive.

M18 Student attendance policies and procedures are robust and well-implemented. Students are made aware in induction and in the *Student Handbook* that they must attend all lessons, activities and trips. An in-person check is carried out by the DoS at the start of each lesson, allowing any absence or lateness to be detected immediately.

M19 Conditions under which a student may be asked to leave the course are clearly stated. A list of infringements which can lead to a student being sent home appears in the *Student and Group Leader Handbooks*.

An effective staged process allows for warnings and opportunities for improvement, with sanctions always proportional to the situation, including the option of immediate expulsion.

M20 The complaints policy and procedure is made available to all stakeholders. Information about how to make a complaint, written in accessible language and accompanied by useful graphics, is in the students' guide and on posters. The option of contacting EnglishUK is also highlighted. The collection of daily feedback provides the opportunity to deal with issues before they lead to formal complaints.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met

M24 Publicity includes clear, accurate and easy-to-find information on costs.	N/a
M25 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.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main means of publicity is the school's website, with links to social media.

M24 All costs are based on groups managed by agents or schools, who all have different requirements. Costs are provided when a quote is requested.

M25 All students are under 18 and the website provides considerable detail on the level of care provided and links to related policy documents.

M26 Publicity includes considerable information, photographs and videos relating to accommodation. These are detailed, accurate and raise entirely realistic expectations.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff for work, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 All risk assessments are in place, regular fire drills take place, any potential emergencies are explained and dealt with very efficiently. Signs are displayed to inform students which areas they are not to enter. There is a specific manager responsible for all health and safety issues and most staff have had formal fire-safety training. All safety systems and signing in procedures are computerised, and electrical and gas safety systems are completely up to date.

P2 The premises provide a very attractive and comfortable environment, which is entirely appropriate for teenagers and young learners. All areas are in a good state of repair and spotlessly clean.

P4 The very spacious common room provides students and group leaders with an ideal area for socialising and is an important focus point during break-out times. There are seating areas for the consumption of food, a tuck shop, table tennis and pool tables, TVs, desktop computers and free Wi-Fi. Free chilled drinking water is available in the common room and elsewhere in the building. A catering company provides breakfast, hot lunches and dinners for students as required.

P5 Signage is clear, and wall displays are up to date and very attractively presented. All classrooms have pinboards for displaying student work and noticeboards are well organised, informative and very well maintained.

P6 There are two spacious rooms for teachers, with individual workstations for preparation and marking. Ample storage space is provided for all staff. A new lounge has recently been completed where all staff can relax in comfort.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a

P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
<p>P7 A new syllabus has been developed by senior academic staff to achieve the stated objectives of the course. All students receive the necessary learning materials as required, using in-house produced teaching worksheets and carefully selected additional resources. Not only are there sufficient resources but their use is always appropriate to the aims of the course and the age and level of the students involved. The linking of the school's syllabus to an approach adopted by an external, recognised EFL examination provides additional direction and relevant materials.</p> <p>P8 Master copies of a collection of bespoke lesson materials are stored on computer and are easily accessible for printing. Teachers have access to a wide range of well-organised resources, including mini whiteboards and tablet computers for students' use. An up-to-date library of teaching methodology books and resources is available to provide support for teachers in developing professionally and improving their classroom performance.</p> <p>P11 There is a continuous review and development of teaching resources. This aims to maximise the success in improving students' speaking and listening abilities, as well as enhancing their general confidence in using English in authentic communicative contexts. The new course syllabus and materials provided very clear evidence of its implementation.</p>	

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
<p>The academic staff team has a professional profile (qualifications and experience) that is very appropriate to the organisation's context. All academic managers and the principal are TEFLQ with considerable experience relevant to the courses being provided. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and student profile.</p>	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses, and classrooms.	Met
T5 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation	Strength
Comments	
<p>T5 There are excellent arrangements for covering absent teachers. There is always a qualified, non-teaching cover teacher available in school to teach if required, and the academic management team always assists if necessary.</p> <p>T7 A personalised induction checklist is prepared for every new teacher based on their academic background and experience. The induction includes time spent with a mentor to plan lessons and deliver the curriculum effectively. New teachers have an opportunity to observe classes before they start teaching.</p> <p>T8 There are very effective arrangements in place to ensure day-to-day guidance and support for the teaching staff. Teachers felt they were very well supported and confirmed that there are opportunities to discuss specific classroom issues at teachers' meetings and training sessions. There is a regular programme of peer observations which</p>	

teachers appreciate. Procedural guidelines are related to individual teacher's needs based on their personal background and previous observations.

T9 There are extremely sound arrangements for monitoring teachers' performance. All teachers are observed twice a year. Teachers reported that observations form a positive part of their professional development with specific focus on areas of methodology that have been identified as in need of improvement.

T10 There are frequent professional development meetings, usually based on observations. Good practices are shared and weaknesses addressed. Teachers maintain individual CPD portfolios, which include training undertaken or delivered and reflections on teaching observations. Staff are routinely assisted with funding if they wish to attend outside conferences or training sessions or develop their own professional TEFL qualifications. Professional development is an integral part of the review and improvement of the teaching provision.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments

T11 The new 15-hour course is the result of a detailed analysis of learners' communication needs in preparation for the street interviews and follow-up presentations at the end of the course. All inputs and practice are carefully selected and based on a formal analysis of learner needs. As the overall aim of the programme is to improve students' speaking and listening ability, this approach is highly appropriate to the learning context of students.

T12 The whole focus of the course is to help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. The additional training offered to homestay providers means that learning takes place at home as well as at school and in the street interviews.

T13 The new course design is based entirely on a systematic review of the changing needs of students and feedback from teachers, group leaders and learners. This review and revision took considerable time.

T14 All teachers construct a scheme of work for the following week in consultation with the senior teachers. Once complete, they are prominently displayed in the classroom and referred to by teachers. Students can see all the lessons they will do in advance and any topics, skills and linguistic structures underpinning them. Information on the content of the current lesson is displayed on the outside of each classroom door.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T16 There are formalised and systematic approaches to monitoring and recording students' progress. All final spoken presentations have a structured input and assessment criteria to guide teachers in the awarding of any final grades.

T17 The course's introductory lesson involves students writing personal objectives for the week. Teachers take note of any additional learning needs and then assist students in setting realistic aims. Practical self-study and learning skills are also shared with students. Learners use these aims in the delivery of their presentations at the end of the week.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All
Comments	

None.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models spoken and written; clear explanations and relevant examples and usage, appropriate to the aims of the lesson and suitable for level.	Strength
T20 The content based on the course objectives and account taken differing students' needs and backgrounds.	Strength
T21 Lessons lead to relevant learning outcomes, made known to students and achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques are appropriate to the focus of the lesson, to the context and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by the effective management of the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere, and students are engaged in the lesson.	Strength

Comments

T19 Teachers showed a good knowledge of the linguistic systems of English and skill in demonstrating this to students. Useful linguistic information about words was frequently added to the whiteboard and teachers used metalanguage well. Spoken models were always appropriate and reflected natural usage.

T20 The content of the lessons was very appropriate for the overall course objectives and the age of the students. The linguistic needs relevant to the language background of the students were identified. Individual learner special educational needs were also noted in lesson planning documentation. The lesson content and the students' language proficiency were at the correct level.

T21 Lessons were well planned and relevant learning outcomes were made known to students. There was a logical progression through the segments observed and teachers signposted the different phases of the lesson and the course overall.

T22 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation, and the most successful teaching used techniques to encourage student interaction using, games and competitions. Students were provided with good opportunities to practise new language.

T23 A range of resources was used to facilitate learning. Digital resources were used effectively. Pictures and small cards promoted student interaction and interest. Mini-whiteboards encouraged students to share their work. Furniture was rearranged to encourage small group work and student interaction. Whiteboard work was usually very well presented although some writing was too small to read easily.

T24 Teachers regularly praised students' successful contributions. Effective correction of errors was noted, including prompted self-correction and delayed feedback, although sometimes students forgot the context of the original mistake.

T25 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. In addition, teachers routinely checked students' ability to use new language in different contexts and made reference to language studied in previous lessons.

T26 Teachers had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. Students were always involved in the lessons, particularly in segments where there was more student interaction. Teachers were skilful in their use of voice and classroom positioning to promote student interest and involvement. Learner name cards and a good balance of nomination and whole-class questions promoted an inclusive learning atmosphere.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength

W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W1 A comprehensive emergency plan is in place with a clearly identified team and very robust procedures. The plan is shared with all staff and training has taken place to reinforce the policy. Students are sensitively briefed on emergency response procedures during their induction and there are posters around the school.

W2 The welfare officer is responsible for pastoral issues. He liaises closely with the leaders who accompany each group. Any issues are identified by staff, leaders or through daily feedback and are dealt with promptly. A 'Here to Help' poster provides names and pictures of the staff who deal with students' personal problems. Students can also seek help through a simple form accessible via a QR code that is displayed throughout the school.

W3 Tolerance and respect feature in the organisation's ethos as expressed in school and department values that are in handbooks and on noticeboards. Policies are clear and well expressed and are presented in suitable language relevant to students' ages and circumstances. Students were able to articulate aspects of these policies in the focus group.

W6 Access to health care provision is very good. Facilities are available for sick students to rest in the residence and 19 of the 28 staff in the school are first aid trained. There are arrangements in place to take students to a surgery next door to the school or another nearby if required, and staff are always on hand to accompany students. In the event of medical emergency, students are taken to the large hospital which is within ten minutes' drive of the school.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W7 The residential accommodation is of a good standard. Rooms are large and there is sufficient space for relaxation and storage of personal items. The bathrooms are of an adequate size for the number of users and have been refurbished to a high standard. The three homestays visited were all of a good standard. Hosts were friendly and welcoming and clearly took an interest in their students. Student feedback is consistently positive about accommodation, and training and social events for hosts help to foster a commitment to a positive student experience.

W8 Cleaning regimes are of a very high standard with bedrooms and bathrooms cleaned daily in the student residence. Laundry and linen services can be adapted to meet the needs of individuals and groups. Hosts all provide a laundry service for students.

W9 All hosts are visited before students are placed. The homestay manager completes application forms with the prospective hosts. All hosts are revisited annually. Safety checks have been carried out in all homestays and in the student residence. Systems contain comprehensive information on host, home, and student feedback to aid placement.

W11 Students report any problems through daily feedback and there was evidence that issues are dealt with promptly and changes made where necessary. Group leaders are also encouraged to pass on details of any accommodation problems. Hosts receive feedback from students every six months with the aim of nurturing continual improvement.

W12 The comprehensive homestay handbook sets out in detail the standard of accommodation required and includes guidelines on cultural awareness, nutrition and the care of students. Hosts are required to attend an annual training session, usually focusing on techniques for improving communication with students.

W13 Student feedback about meals is consistently positive. Meals are of a high standard, varied and appetising. A guide to preparing meals for students with special dietary needs has also been produced to support hosts.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this section are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W20 The school offers a wide and varied programme of social activities and excursions that are mandatory. The programme has been carefully designed to provide a set of enjoyable and engaging experiences for under 18s, and to also extend their knowledge of English. There are activities every afternoon and evening and students and group leaders commented extremely positively about them and also about the excursions. Changes were made to the programme during the inspection in response to wet weather.

W21 The activities programme is extremely well organised by the activities manager and his team. Detailed itineraries and guidelines are provided for leaders on how best to run activities and tour notes are provided for all excursions. Briefings are held daily with the team, and a very professional approach prevails. There was evidence of continuous review and improvement of both the programme content and the organisation of activities. Group leaders attend events to support their students.

W22 Risk assessments are regularly updated and include both generic guidelines and detailed procedures relating to the specific activity or destination. They are easily accessible to staff who are leading the activities as is the critical incident plan and clear systems of how to respond to a range of emergency scenarios. A trained first aider is in attendance at all activities and excursions. Supervision ratios are generous.

W23 Activities are led by well-qualified and specialist staff. An excellent programme of training is in place for activity leaders including behaviour management, use of voice and language to give information and instructions, the use of equipment and first aid. Activity leaders shadow experienced colleagues before taking responsibility for leading activities.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength

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 under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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

The school accepts students aged from 9 to 17 years in accompanied groups. Individual enrolments are not accepted. At the time of the inspection there were 49 under 16s and no students aged 16 or 17 years.

S1 A comprehensive and robust safeguarding policy is in place. There was expert input to help the school develop the policy. The policy is reviewed annually and includes clear procedures for safer recruiting, dealing with disclosures, and local safeguarding contacts. The policy is implemented and supported through codes of conduct. The DOS is the designated safeguarding lead (DSL) and there is a second DSL and a deputy DSL. A safeguarding concern report form is accessed through a widely circulated QR code. All concerns reported through the online form are automatically stored in a spreadsheet visible only to the DSLs and follow-up is recorded.

S2 The lead DSL, the second DSL and the deputy DSL are all trained to specialist level. The majority of staff are trained to advanced level (in house), the few who are not, are trained to basic safeguarding awareness level. Refresher training takes place annually and all staff sign a code of conduct. All hosts receive face-to-face training or complete Level 1 training and sign a code of conduct. Group leaders have a safeguarding briefing on day one and also sign a code of conduct.

S5 Student supervision arrangements are very clear. Registers are taken in the morning, after lunch and at the beginning of activities. Prompt action is taken on any absent student and robust procedures are in place to respond to missing students, including risk-based response times for different situations. These are known to all adults, including hosts, and to students.

S6 Students are never unsupervised outside lessons and activities except when walking to and from their homestay, always in pairs. Robust risk assessments are in place and students, hosts, group leaders and residence houseparents are fully aware of the rules. Under 12s are supervised at all times.

S7 Safeguarding procedures relating to both homestay and residential accommodation are rigorous and consistently implemented. There is a good level of supervision in the residence with group leaders and school staff in attendance. Homestay providers living more than 20 minutes' walking distance from the school are required to drive students to and from the school. Hosts report to the school if students do not arrive home promptly after evening activities.

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	2014
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	School immersion programme and Discover London and Kent project weeks
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	11/09/2009
Ownership	Name of company: Broadstairs English Centre (BEC) Company number: 07016710
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	April
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	10
Full-time ELT (15+ hours per week) aged under 16	49	30
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	30
Part-time ELT aged under 16 years	0	100
Overall total ELT/ESOL students shown above	49	170
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17 (18 if with a school group)	17 (18 if with a school group)
Junior programmes: typical length of stay	6–7 nights	6–7 nights
Junior programmes: predominant nationalities	German	Spanish, Italian, German, Thai, Colombian, Polish, Belgian, Japanese

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	6
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	8	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

The ADoS usually teaches 12–15 hours/week. The principal is also TEFLQ.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	0
A TEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	2

Comments

One of the teachers also has QTS.

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	0	49
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	0
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	0	49
Overall total adults + under 18s	49	