

|                   |                             |
|-------------------|-----------------------------|
| Organisation name | English in Margate, Margate |
| Inspection date   | 17–18 October 2023          |

| Section standards  |     |
|--|-----|
| <b>Management</b><br>The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.   | Met |
| <b>Premises and resources</b><br>The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.  | Met |
| <b>Teaching and learning</b><br>The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. | Met |
| <b>Welfare and student services</b><br>The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.   | Met |
| <b>Safeguarding under 18s</b><br>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. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 and S4 have been addressed. The required evidence was subsequently submitted. |

| Summary statement   |
|---|
| <p>The British Council inspected and accredited English in Margate in October 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s and adults.</p> <p>Strengths were noted in the areas of teaching and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

## Introduction

English in Margate (EiM) operates within the Leo Languages (LL) group which offers a range of language-related services including home tuition (International Language Homestays), junior homestay and residential courses (English on Sea), and online foreign language courses. The managing director and owner runs all LL activities from the school premises. EiM is the only part of LL which is currently accredited.

Since the pandemic the school has decided to focus on its provision of young learner courses alongside the 'Gold' courses designed for adults over 40.

The inspection took one and a half days. Meetings were held with the principal, the accommodation and welfare manager, the director of studies (DoS), and the social programme and activity organiser. A video call was held with the bookings and administration officer who is currently working remotely from Italy. The DoS and three of the four teachers working in the week of the inspection were observed, and meetings were held with teachers, and a group of students (adults and juniors).

## Address of main site/head office

The Towers, Hawley Square, Margate, Kent CT9 1PH

## Description of sites visited/observed

The school is located in a listed building in a quiet square in the centre of Margate. On the ground floor there are two classrooms. A third classroom, opposite reception, is used as the student common room in the winter months. In the summer the basement Hawley club is used as the common room. Off the courtyard garden there are two further classrooms and a table tennis room for use in breaks. On the first floor there are two classrooms, one used for one-to-one classes, and the staffroom. The owner and the accommodation manager share an office on the first floor. On the second floor there is an additional office not currently in use. Toilets are available on the ground and first floors.

| Course profile  | Year round                          |                                     | Vacation only                       |                          |
|---|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
|   | Run                                 | Seen                                | Run                                 | Seen                     |
| General ELT for adults (18+)                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| General ELT for adults (18+) and young people (16+)             | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| General ELT for juniors (under 18)                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" 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

The school runs general English courses of 15 hours (standard) or 22.5 hours (intensive) for adults and young people (16+), one-to-one tuition, combination courses of general English and one-to-one tuition and examination preparation courses.

The school offers closed group courses of one or two weeks for under 18s (11+) and adults. Course programmes are tailored to the requirements of each group. Most groups follow a general English course of 15 hours per week with a tailor-made social programme and homestay accommodation. The maximum class size is 14 students. Between January and October 2023, the school accepted 11 closed groups. Of these, the majority were groups of under 18s, a few groups consisted of both under 18s and adults. All were accompanied by group leaders.

## Management profile

The school is owned and managed by the director. He is supported by the academic manager and welfare and accommodation manager who is also the designated safeguarding lead (DSL). The social programme and activity organiser is responsible for the leisure programme and is also the deputy designated safeguarding lead (DDSL).

## Accommodation profile

The school provides homestay accommodation, which is managed by the accommodation and welfare officer. A self-catering option is available at Churchfield house, a two-bedroomed house situated next door to the school. Churchfield house is equipped with a kitchen, a bathroom and a sitting/dining room and is available to individuals or one family. A second house, Culver House, also near the school is currently rented to private tenants and is not available to students. At the time of the inspection most students were staying with their own family locally.

## Summary of inspection findings

### Management

The provision meets the section standard. The school has clear goals and values and sound quality and review procedures. Staff management and communication is effective. Student administration is carried out with care and attention. Publicity mostly includes the relevant information and is clearly laid out. The management of the provision operates to the benefit of students and in line with Scheme requirements.

### Premises and resources

The provision meets the section standard. The premises are good, well maintained and equipped, providing a comfortable environment for study and relaxation. There are appropriate resources available and guidance on their use is provided for staff and students where needed.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic programme is effectively managed. Course design is appropriate and meets the needs of the students. Learner management has appropriate processes and is managed efficiently. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, safety, and information are met overall. The homestay accommodation provided is suitable and appropriate systems are in place but not all safety checks are consistently recorded. Students are made aware of local social, and cultural events and a suitable range of leisure activities is offered. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. A safeguarding policy is in place and relevant training is provided for staff and homestay hosts. However, there is a need for greater consistency in practices relating to recruitment. Suitable arrangements for the supervision and safety of students during scheduled lessons and activities are in place.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

| Strategic and quality management   | Met      |
|--|----------|
| 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.  | Met      |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.              | Strength |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Met      |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.   | Met      |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.                   | Not met  |

**Comments**

M1 The school has a clear mission statement which is shared with prospective students and made known to stakeholders in a number of ways. All staff had a shared understanding of the purpose of the organisation and were able to give examples of how their respective processes and behaviours showcased the values of the organisation.  
 M2 The organisational plans are realistic and measurable. Progress is tracked and staff have a clear understanding of their responsibilities.

M4 Appropriate formal and informal channels of communication are in place and ensure the smooth running of the school. Staff and students commented positively on the levels of communication.

M7 Review systems were in evidence and the self-evaluation document was detailed. Points to be addressed from the 2018 and 2021 inspections have been partially addressed and relevant policies are in place (for example, W2 Emergency plan). However, the policies have not necessarily been fully implemented (e.g. recruitment record keeping M10).

| <b>Staff management and development</b>   | <b>Met</b> |
|---|------------|
| M8 The provider implements appropriate human resources policies, which are made known to staff.   | Met        |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.   | Not met    |
| M10 There are effective procedures for the recruitment and selection of all staff.  | Not met    |
| M11 There are effective induction procedures for all staff.   | Met        |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met        |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.         | Met        |

**Comments**

M9 Job descriptions are in place for all staff, but safeguarding responsibilities are insufficiently detailed on the job description of the welfare and accommodation manager who is the DSL and social programme and activity organiser who is the DDSL.

M10 Scrutiny of staff files revealed that some documents such as references were incomplete or not available.

| <b>Student administration</b>   | <b>Met</b> |
|---|------------|
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.   | Met        |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.   | Strength   |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.  | Met        |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met        |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.   | Met        |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.  | Strength   |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.  | Met        |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.   | Met        |

**Comments**

M15 There was evidence of comprehensive pre-course information and communication for students applying to the school from outside the UK and from students registering locally. Students commented very positively on the help and support they received prior to starting their courses.

M19 Attendance procedures are made very clear prior to and on joining a course. Record keeping is efficient, and records showed that appropriate follow-up action had been taken in the case of absenteeism.

| <b>Publicity</b>   | <b>Met</b> |
|--|------------|
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Not met    |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.  | Met        |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses.   | Met        |
| M25 Publicity includes clear, accurate and easy-to-find information on costs.  | Met        |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.                    | Not met    |
| M27 Publicity gives an accurate description of any accommodation offered.  | Met        |
| M28 Descriptions of staff qualifications are accurate.   | Met        |
| M29 Claims to accreditation are in line with Scheme requirements.  | Met        |

### **Comments**

The website is the main source of publicity, and a hard copy brochure is also available. PDF copies of the brochure can be downloaded from the website. The school has a presence on various social media channels.

M22 Publicity is generally very clear and accurate. A couple of the courses advertised have not run within the last 12 months, and the Hawley club is only open in the summer, potentially giving rise to unrealistic expectations regarding the availability of services. When this was highlighted to management some amendments to the information were made, so this is no longer a point to be addressed.

M26 There is insufficient information regarding the supervision of students under 18. For example, there is no full and accurate pastoral care statement regarding supervision outside class time, arrangements for travel from accommodation to the school or reference to unsupervised time after afternoon classes/activities or on shopping time on excursions.

M29 The website contained partial and outdated references to previous reports ("In the last inspection, in 2010, the British Council noted student welfare as well as the school's facilities as points of excellence at English in Margate."). These were promptly removed when highlighted by the inspectors, so this is no longer a point to be addressed.

### **Premises and resources**

| <b>Premises and facilities</b>   | <b>Met</b> |
|--|------------|
| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.        | Strength   |
| P2 Classrooms and other learning areas provide a suitable study environment.   | Strength   |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.   | Met        |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.                         | Met        |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.                                       | Met        |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Met        |

### **Comments**

P1 The way the premises are used has been carefully considered and very good use is made of different areas such as the garage table tennis room and the Hawley club (basement social space available to students during busy holiday periods).

P2 Different-sized classrooms are available to match the needs of different student groups. Classrooms are bright and well lit with furniture that can easily be rearranged to accommodate different activities.

| <b>Learning resources</b>  | <b>Met</b> |
|--|------------|
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.  | Met        |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.  | Met        |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met        |

|   |     |
|---|-----|
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.                            | N/a |
| P11 Students receive guidance on the use of any resources provided for independent learning.  | N/a |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |

#### Comments

All criteria in this section are fully met.

### Teaching and learning

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

#### Comments

T1 One of the four teachers working during the week of the inspection does not hold a Level 6 qualification. The rationale submitted was accepted as it outlined the extensive and relevant experience that the staff member had regarding working with young people in various residential and educational settings.

T2 A rationale was submitted and accepted for one teacher with a TEFL qualification which does not fully meet Scheme requirements, teaching experience with another organisation, and home-tuition experience with the provider in a different section of the school business.

|  |          |
|--|----------|
| <b>Academic management</b>   | Met      |
| T5 Teachers are matched appropriately to courses.  | Met      |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.                         | Met      |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.                              | Met      |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.                             | Met      |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met      |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.            | Strength |

#### Comments

T10 Observation systems are very comprehensive and linked to CPD, records are well maintained, and teachers reported positively on the support and feedback they received.

|  |         |
|--|---------|
| <b>Course design and implementation</b>  | Met     |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.                                       | Met     |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.  | Met     |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.  | Met     |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | N/a     |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.   | Not met |

|   |          |
|---|----------|
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.   | Strength |
| <b>Comments</b>   |          |
| T15 Courses do not systematically cover study and learning strategies to support independent learning.<br>T16 Lessons are closely linked to activities and events outside class time and contain useful language for students to use with homestay hosts and on excursions. |          |
| <b>Learner management</b>   |          |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age.   | Met      |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress.   | Met      |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary.   | Met      |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.   | Met      |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.   | Met      |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.   | Met      |
| <b>Comments</b>   |          |
| All criteria in this subsection are fully met.  |          |
| <b>Classroom observation record</b>   |          |
| Number of teachers seen   | 3        |
| Number of observations  | 6        |
| Parts of programme(s) observed  | all      |
| <b>Comments</b>   |          |
| The DoS and two teachers were observed by each inspector. An additional teacher had classes outside the inspection days, so she was not observed.   |          |
| <b>Teaching: classroom observation</b>  |          |
| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.   | Strength |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.  | Strength |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.  | Met      |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.   | Strength |
| T27 Teachers promote learning by the effective management of the classroom environment and resources.   | Met      |
| T28 Students receive appropriate and timely feedback on their performance during the lesson.  | Met      |
| T29 Lessons include activities to evaluate whether learning is taking place.  | Met      |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.  | Strength |

## Comments

T23 Teachers provided accurate models of spoken and written language. The illustration of grammatical structures and of lexis was good. Teachers managed students' questions about grammar and vocabulary very effectively and there was consistent reference to phonological features.

T24 Teachers devised plans which served to meet the course objectives. Concise but informative student profiles were included. There was good personalisation of content.

T25 Plans mostly stated clear and appropriate learning outcomes. Lesson outcomes were made known to students at the start of the lesson. Some plans indicated how outcomes would be reviewed and evaluated at the end of the lesson. Learning objectives were achieved by means of well-staged activities.

T26 A range of appropriate techniques was observed, including eliciting and prompting, and the illustration and practice of new language. Confident use was made of gestures and the checking and reinforcement of meaning.

T27 The management of seating arrangements, pairing and grouping encouraged student interaction in most cases. Resources were used effectively and included handouts, whiteboards/slides, and audio and video materials.

T28 Immediate and delayed correction was incorporated into lessons, and use of gestures and prompts to encourage self-correction was seen in some segments.

T29 There was a sound range of engaging practice and testing activities. Students were encouraged to evaluate their own learning through well-chosen exercises.

T30 Teachers created a positive sense of purpose. Students were attentive and fully engaged. Teachers were very supportive and focused on student's needs (both linguistic and in terms of confidence).

## Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good against the criteria, with the majority being very good. Teachers displayed a good knowledge of English and presented illustrative and appropriate models for students to follow. Lessons were well planned and met the needs of students and the course objectives. Classroom activities were coherent and very purposeful. Techniques were varied and appropriate, with resources used to enhance learning. Correction of mistakes was effective. Students were fully engaged, and teachers had an appropriate presence in the classroom.

## Welfare and student services

| Care of students   | Met      |
|--|----------|
| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.   | Met      |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.  | Met      |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Met      |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.  | Met      |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.   | Met      |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.           | Strength |
| W7 Students receive advice on relevant aspects of life in the UK.  | Met      |
| W8 Students have access to adequate health care provision.   | Met      |

## Comments

W6 Very detailed and clear information is given on the website, and individual arrangements are made for transfers to and from airports. Communication between hosts, students and taxi drivers is very effective.

| Accommodation (W9–W22 as applicable)   | Met     |
|--|---------|
| <i>All accommodation</i>   |         |
| W9 Students have a comfortable living environment throughout their stay.                 | Met     |
| W10 Arrangements for cleaning and laundry are satisfactory.                              | Met     |
| W11 A responsible representative inspects all accommodation (for safety and suitability) | Not met |



|  |                              |
|--|------------------------------|
| before students are placed, and at least every two years after that.   |                              |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.  | Met                          |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.  | Met                          |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.   | Met                          |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.   | Met                          |
| <b>Comments</b>  |                              |
| W11 Sampling revealed that Gas Safe certificates were not consistently checked annually.   |                              |
| <i>Accommodation: homestay only</i>  |                              |
| W16 Homestay hosts accommodate no more than four students at one time.   | Met                          |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.  | Met                          |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.  | Met                          |
| W19 English is the language of communication within the homestay home.   | Met                          |
| W20 Hosts ensure that there is an adult available to receive students on first arrival.  | Met                          |
| <b>Comments</b>  |                              |
| All criteria in this section are fully met.  |                              |
| <i>Accommodation: other</i>  |                              |
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.  | N/a                          |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.   | Not met                      |
| <b>Comments</b>  |                              |
| W22 A small selection of hotels is recommended in publicity. However, there are no records that checks had been made on their suitability. The recommendations were removed from publicity shortly after the inspection, so this is no longer a point to be addressed. |                              |
| <b>Leisure opportunities</b>   |                              |
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.  | Area of strength<br>Strength |
| W24 The content of any leisure programme is appropriate to the age and interests of the students.  | Strength                     |
| W25 Any leisure programmes are well organised and sufficiently resourced.  | Strength                     |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.  | Met                          |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.   | Met                          |
| <b>Comments</b>  |                              |
| W23 An online calendar of events is updated weekly with information about local and in-house events and activities. These are also publicised on noticeboards. Staff are available to help with booking and uptake is good.  |                              |
| W24 A wide range of activities is available year-round. Activities are tailored to the needs and interests of the students, and planning is responsive to requests and feedback.   |                              |
| W25 Staff with responsibility for leisure activities have good local knowledge. Group leaders and activity staff are fully briefed in advance of activities. Procedures for booking and implementation are well managed.   |                              |

## Safeguarding under 18s

| Safeguarding under 18s  | Met     |
|---|---------|
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Met     |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.  | Met     |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.   | Not 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.  | Not met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.  | Met     |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.  | Met     |
| S7 There are suitable arrangements for the accommodation of students.   | Met     |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.   | Met     |

### Comments

At the time of the inspection one out of the 17 students enrolled was under 18. The majority of junior groups are enrolled in the spring and summer months, and in peak weeks approximately 70 per cent of the students are under 18.

S3 The parental consent form does not give a detailed description of the level of care provided nor does it specify periods of unsupervised time. This was rectified shortly after the inspection and is no longer a point to be addressed.

S4 Referees are not routinely asked to confirm whether there are any concerns about the applicant's suitability to work with under 18s.

### 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                               | 1999          |
| Last full inspection                           | 2018          |
| Subsequent spot check (if applicable)          | 2021          |
| Subsequent supplementary check (if applicable) | N/a           |
| Subsequent interim visit (if applicable)       | N/a           |

|   |   |
|---|---|
| Current accreditation status                                      | Accreditation under review  |
| Other related non-accredited activities (in brief) at this centre | International Language Homestays (home tuition) and English on Sea within the Leo Languages brand |
| Other related accredited schools/centres/affiliates               | N/a   |
| Other related non-accredited schools/centres/affiliates           | N/a   |

### Private sector

|                                |   |
|--------------------------------|---|
| Date of foundation             | 1994  |
| Ownership                      | Name of company: Margate Language Centre Ltd<br>Company number: 2982694 |
| 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 | In peak week: July 2023 |
|--|---------------|-------------------------|
| ELT/ESOL students (eligible courses)                 | At inspection | In peak week            |
| Full-time ELT (15+ hours per week) 18 years and over | 12            | 45                      |
| Full-time ELT (15+ hours per week) aged 16–17 years  | 1             | 17                      |
| Full-time ELT (15+ hours per week) aged under 16     | 0             | 15                      |
| Part-time ELT aged 18 years and over                 | 4             | 0                       |
| Part-time ELT aged 16–17 years                       | 0             | 0                       |
| Part-time ELT aged under 16 years                    | 0             | 0                       |
| <b>Overall total</b> ELT/ESOL students shown above   | <b>17</b>     | <b>77</b>               |
| Junior programmes: advertised minimum age            | 12            | 13                      |
| Junior programmes: advertised maximum age            | 17            | 17                      |
| Junior programmes: predominant nationalities         | N/a           | Moroccan                |
| Adult programmes: advertised minimum age             | 16            | 16                      |
| Adult programmes: typical age range                  | 18–35         | 18–30                   |
| Adult programmes: typical length of stay             | 4 weeks       | 4 weeks                 |
| Adult programmes: predominant nationalities          | Turkish       | French, Spanish,        |

### Staff profile

|  | At inspection | In peak week |
|--|---------------|--------------|
| Total number of teachers on eligible ELT courses   | 4             | 7            |
| Number teaching ELT 20 hours and over a week   | 2             |              |
| Number teaching ELT under 20 hours a week  | 2             |              |
| Number of academic managers for eligible ELT courses   | 1             | 1            |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 3             |              |
| Total number of support staff  | 1             |              |

### Academic manager qualifications profile

| Profile at inspection  |                             |
|--|-----------------------------|
| Professional qualifications  | Number of academic managers |
| TEFLQ qualification  | 1                           |
| Academic managers without TEFLQ qualification or three years relevant experience | 0                           |
| Total  | 1                           |

### Comments

The academic manager teaches 15 hours per week.

### Teacher qualifications profile

| Profile in week of inspection                        |                    |
|--|--------------------|
| Professional qualifications                          | Number of teachers |
| TEFLQ qualification                                  | 1                  |
| TEFLI qualification                                  | 2                  |
| Holding specialist qualifications only (specify)     | 0                  |
| Qualified teacher status only (QTS)                  | 0                  |
| Teachers without appropriate ELT/TESOL qualification | 1                  |
| Total  | 4                  |

### Comments

The numbers include one teacher who was working in the week of the inspection but not teaching on the days when inspectors were present. This teacher was not observed but her qualifications were checked.

### 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  | 4      | 1         |
| Private home  | 0      | 0         |
| Home tuition  | 0      | 0         |
| Residential   | 0      | 0         |
| Hotel/guesthouse  | 0      | 0         |
| Independent self-catering e.g. flats, bedsits, student houses                           | 1      | 0         |
| <i>Arranged by student/family/guardian</i>  |        |           |
| Staying with own family   | 11     | 0         |
| Staying in privately rented rooms/flats   | 0      | 0         |
| Overall totals adults/under 18s   | 16     | 1         |
| Overall total adults + under 18s  | 17     |           |