

Organisation name	Kensington Academy of English, London
Inspection date	24–25 October 2023

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 Kensington Academy of English 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 www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+), young people (16+) and for closed groups of adults and under 18s.

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

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

Introduction

Kensington Academy of English (KAE) was founded in 1974 as the English language teaching department of the David Game College Group (DGCG). DGCG includes three other colleges providing courses in GCSEs and A Levels, a University Foundation course and National and Higher National Diploma courses on this site, as well as other colleges in the UK and other parts of the world. Although still part of the DGCG, Kensington Academy of English operates as a separate organisation with its own name and identity. This has been retained despite having moved from Kensington to its present premises in the City of London, with publicity emphasising the KAE brand rather than its full name.

The school offers general English courses in the mornings and afternoons with additional combinations of business English, exam preparation courses and one-to-one tuition.

Two inspectors carried out the inspection which took one and a half days. Meetings were held with the ELT manager, the director of studies (DoS), the assistant director of studies (ADoS) and the welfare and admissions officer. Meetings also took place with members of DGC staff who have specific shared responsibilities for KAE and DGC – the head of safeguarding, the head of marketing, the buildings manager, the accommodation officer, the accommodation manager of DGC residences, and the warden of one residence. Focus group meetings were held with teachers and students and all teachers teaching during the inspection were observed. One inspector visited two residences remotely and spoke to a representative of the registered accommodation agency used by the school.

Address of main site/head office

Kensington Academy of English, 31 Jewry Street, London EC3N 2ET

Description of sites visited

Kensington Academy of English moved from its former site in Notting Hill Gate to its present site near Tower Hill in the City of London in April 2017. The purpose-built educational building also houses three other departments of DGC; the whole building has been extensively refurbished. KAE has use of five classrooms on the second floor, three staff offices and a teachers' room. KAE staff and students can also use the canteen on the first floor of the building. During the summer, KAE has the use of additional classrooms on the ground and first floors, canteen and relaxation area on the ground floor and a large lecture theatre used for welcoming new students on Mondays.

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

Comments

Courses in General English are available at five levels for 15, 21 and 25 hours of tuition per week for adults (16+). Minimum enrolment is one week. General English plus Business English, General English plus one-to-one tuition, General English plus IELTS and General English plus external general English exam preparation are also available. One-to-one lessons in General or Special Purpose English is also available. Closed group courses for students aged 16 and over are offered during the summer and may be offered during other times of the year, subject to capacity.

Management profile

KAE is managed by the ELT manager. The academic management team and admissions and student welfare staff report directly to the ELT manager; she in turn reports to the principal, David Game College. Teachers report to the academic managers. The accommodation officer, head of marketing and bursar work closely with the ELT manager and report to the principal, David Game College.

Accommodation profile

The school uses a registered agency to arrange homestay accommodation. Residential accommodation for adults is offered at a range of prices in four residences. One, owned and managed by a large external provider and located within a 10-minute walk from the school, provides ensuite, self-catering accommodation. Three others are owned and managed by David Game College and are located up to 45 minutes from the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values, good human resources support and development for staff and there are effective channels of communication at all levels. All aspects of student administration are carried out with care and attention to the needs of students, publicity is mostly clear, and the management of the provision operates to the benefit of students. *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 well looked after and well equipped, providing a comfortable environment for study and relaxation. There are ample appropriate resources available. Guidance on the use of these resources is provided for staff and students 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 well managed by a well-qualified academic management team. Course design is regularly reviewed and students are supported effectively in their learning. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including, where offered, out-of-class activities. Although homestay accommodation is well managed, aspects of the residential accommodation need attention. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. The school benefits from input and support from the wider college safeguarding team. *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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
Comments	
<p>M1 Goals values and mission are stated in all relevant policy documents, including in the staff handbook. The mission statement is simple and clear, easy to understand by staff and students and was created with staff input.</p> <p>M3 There is a clear and effective structure in place for the ELT operation, understood by all teachers, and made known to students. Good cover systems for key staff ensure continuity and the smooth running of the operation.</p> <p>M4 Channels of communication are appropriate and effective; meetings at various levels take place frequently with clear minutes and a record of actions disseminated to all. Staff in the focus group felt involved in, and very much a part of the organisation.</p> <p>M5 Students have numerous opportunities to provide feedback, through questionnaires, tutorials and daily contact with a very accessible and welcoming staff. Action taken is both recorded and analysed and used to inform future developments.</p> <p>M6 Staff feedback is collected through a number of channels including appraisals, end of summer questionnaires, observations, initial staff induction and exit questionnaires. All staff feedback, as for student feedback, is collated and forms part of the review cycle. Teachers in the focus group meeting said they were asked for feedback regularly and that action was taken, wherever possible, as a result of their feedback,</p>	

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 regularly reviews these.	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, 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.	Strength

Comments	
<p>M8 A comprehensive suite of human resource policies is in place and widely disseminated. KAE benefits from the expertise available in the larger organisation to ensure that policies are always relevant and up to date.</p> <p>M10 Recruitment procedures are robust and thorough with a clear checklist to ensure all documentation is received. The interview process includes a specific section on knowledge and awareness of safeguarding issues. All the necessary checks and evidence were in place for all staff files sampled.</p> <p>M11 Good supportive induction procedures ensure new staff are properly introduced to the organisation and its culture. The most recently appointed members of staff in the focus group felt the induction procedure to be helpful and thorough.</p> <p>M13 KAE is committed to continuing professional development (CPD) for all staff and has put real effort into providing CPD opportunities for all staff since reopening after the pandemic. Teachers are encouraged to deliver sessions of interest; external speakers are invited and requests for attending conferences and upgrading qualifications are supported when possible. Administrative staff also benefit from a variety of CPD opportunities.</p>	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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

M14 All staff working with students are friendly, knowledgeable and approachable, demonstrating very good levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in the school.

M15 The individual nature of the service provided ensures students receive detailed one-to-one support and guidance before enrolling on a programme. This level of support continues throughout their time at the school.

M16 Enrolment, cancellation and refund procedures are clear and available on the website. The school takes a flexible approach to cancellation and refunds with students being dealt with on an individual basis and their specific circumstances taken into account.

M19 The attendance and punctuality policy is explained to students very clearly at the welcome presentation, is reinforced in the student handbook and is adhered to. Absence and lateness is recorded in the registers, poor attendance is flagged and follow-up action taken.

Publicity	Met
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.	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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not 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 medium of publicity.

M24 Information about the total amount of teaching time was potentially confusing in some parts of the website. This was amended during the inspection and is no longer a point to be addressed.

M27 It is not clear in publicity which residences are owned by DGC and which one is not.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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 Premises are clean, well maintained and attractively decorated providing a very comfortable and welcoming environment for students and staff.

P2 Classrooms are bright, well-furnished and well decorated with displays of relevant information and interesting language-related posters and resources.

P5 There are good displays of information of interest to both students and staff throughout the premises and all signage is clear and helpful.

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

P7 KAE has a good range and quantity of paper-based learning resources for students, supplemented by teacher-prepared materials and access to good online resources. Students are encouraged to borrow from the library of graded readers and make use of the free e-learning portal.

P8 Teachers are very well resourced with books, electronic resources, a variety of subscriptions and an in-house bank of teaching and learning materials.

P9 All classrooms are equipped with interactive whiteboards (IWBs) and conventional whiteboards. Technical support is readily available as is training for teachers in using technology.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength

Comments

T4 The academic management team consists of the DoS and the ADoS. Both are TEFLQ with a wide range of relevant teaching and management experience. The ADoS was shortly to leave temporarily and a recently appointed ADoS was shadowing her in the week of inspection and teaching some classes. This member of staff is TEFLI. A rationale was presented and accepted in the context of this inspection. The incoming ADoS has many years of relevant management experience and will not undertake any formal observations.

Academic management	Area of strength
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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T8 The course syllabus is divided into weekly self-contained units to account for new starters and to ensure continuing students do not repeat work previously covered. In addition, teachers are given very clear advice on how to manage continuous enrolment.

T9 The ADoS shares the same staffroom as the teaching staff and the DoS is located close by, allowing for a great deal of informal daily support. Peer observation is encouraged, and support is in place for newer, less experienced teachers. Teachers in the focus group spoke very highly of the supportive, collegiate environment within KAE.
 T10 Various good arrangements are in place for the observation and monitoring of teachers, including support for peer observation and team teaching. Observation records seen were detailed and developmental.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Course design is clear and detailed, covering all relevant aspects of language and closely related to students' needs. Coursebooks are used, selected by teachers after trialling, supplemented by good teacher-created materials. Guidance for teachers is comprehensive.
 T12 The syllabus is reviewed twice a year alongside an assessment of coursebooks and other teaching materials, taking student and staff feedback into account.
 T16 Course design ensures that students develop language skills they can use immediately in the outside world. A free conversation club allows students to practise English in a more relaxed, informal setting and the social programme, which is sometimes tied to the curriculum, helps students to benefit linguistically from being in the UK.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination 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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T18 Very effective procedures are in place for evaluating, monitoring and recording progress, including weekly and mid-book tests, progress reports (when requested), tutorials and end-of-course reports.
 T21 Reports are comprehensive and detailed and based on what progress students have made in their time at KAE.
 T22 Students have access to a wealth of information and expertise within DGC to advise and guide them should they wish to progress to mainstream education in the UK.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English; one-to-one

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	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. Generally, the illustration of grammatical structures and of lexis was satisfactory. There was evidence in better lesson segments of knowledge of phonological systems: for example, use of phonemes and stress and intonation marking but this was not done consistently in all classes.

T24 Teachers mostly devised plans which drew on the course objectives. In some cases students' profiles provided information about the students' strengths and weaknesses and language learning needs. In some cases, however there were no profiles or analysis of students' learning needs. In better segments, teachers developed and personalised the topic to take into account the students' needs, interests and their cultural backgrounds.

T25 Lesson plans were logically staged and there was a clear link between aims and activities. Both lesson plans and weekly schemes of work displayed on classroom walls showed relevant learning outcomes to be achieved through a coherent sequence of activities. In some classes these learning outcomes were referred to and checked with students; in a minority of cases, learning outcomes were not always made clear to students.

T26 A good variety of teaching techniques was seen including nomination, confident use of elicitation, good prompting and concept checking. In some segments there was a specific focus on intonation and meaning. At times opportunities to concept check new language were missed.

T27 In some classes the management of seating arrangements, pairing and grouping encouraged student interaction. Resources being effectively used included coursebooks, handouts, whiteboards and IWBs, though often the latter were used as projectors and not necessarily in any interactive way.

T28 Exercises and activities were corrected but opportunities were missed to pick up on students' pronunciation errors and to provide follow-up practice. Teachers gave frequent encouragement and praise and correction was built into lesson plans in the best segments. At times opportunities to challenge students further were missed.

T29 Some lesson plans included activities to assess whether learning had taken place but sometimes opportunities to test out use of new language were not included. Reference was made to previous learning and language input was often personalised.

T30 Overall, teachers created a positive learning atmosphere and a sense of purpose, encouraging students in their participation and learning. In some segments, too much teacher talking time resulted in less meaningful interaction and fewer opportunities for students to use and practise language, but generally students were attentive, engaged and learning and clearly enjoying the classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory across the criteria with the majority being satisfactory. Teachers' knowledge of the language was sound, teaching techniques and resources were generally varied and appropriate, and the content of lessons was suitable to meet the needs of students and to help them get the most out of their stay in London. Feedback to students was positive and encouraging, although some opportunities to correct errors were missed. Classroom management was dealt with effectively and there was a positive working atmosphere in classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
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.	Strength
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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met
Comments	
<p>W1 Responsibility for safety and security lies with DGC, and there are very rigorous procedures in place. Health and safety are an important component of the inductions for both staff and students, and KAE staff are kept well-informed and receive appropriate training.</p> <p>W2 There are comprehensive plans to deal with any safety or security emergency, and detailed procedures for appropriate communication with all relevant parties. Staff are aware of the procedures they would need to follow, and students are sensitively briefed.</p> <p>W3 Students are made aware of the pastoral care available and reported that they feel very supported by all staff. Regular and frequent individual tutorials with teachers include a pastoral element and there is close liaising between student services and academic staff regarding specific individual student needs. Under 18s are given additional care.</p> <p>W4 The policy regarding abusive behaviour and procedures to deal with it are very well expressed. Information about bullying, unacceptable and acceptable behaviour is widely displayed on posters and clearly presented during inductions and in the student handbook.</p> <p>W7 Information in the student handbook is regularly reviewed and updated. Key information is clearly presented in handbooks and displayed very attractively on noticeboards.</p>	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Not met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
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
Comments	
<p>W9 The state of decoration and repair in the two residences visited was poor in places, particularly in the communal bathrooms, where fixtures, paintwork and tiling were shabby.</p> <p>W11 There is no record of regular checks made on the three residences owned by DGC.</p>	
Accommodation: homestay only	
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

Comments

All the criteria in the above area are fully met.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in the above area is fully met.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 There is a very good variety of activities offered on the programme. These are generally suitable for all ages, including the under 18s, and many are free, such as the weekly conversation clubs and the regular walking tours led by a professional guide. Students commented on how much they enjoy the activities on offer.

W25 The leisure programme is very well organised and recognised as an important aspect of the provision. The free activities are all accompanied by members of staff, who are experienced and fully briefed, or led by a professional.

W26 Risk assessments are reviewed before every event and updated by an experienced member of staff. An information pack is provided for leaders, containing an itinerary, first aid kit and relevant information about the group. Well planned emergency procedures are in place.

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.	Strength
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 there was one student aged under 18. At peak the number of 16–17 year olds increases to up to 20 per cent of the total student numbers.

S1 There is a whole college approach to safeguarding and the DGC safeguarding policy applies to and covers KAE. It is extremely thorough, and the head of DGC safeguarding is responsible for its implementation. Child protection allegations would be referred to the DGC safeguarding team, who have access to all relevant external bodies.

S2 KAE has its own team of designated staff, one with specialist level training and three with advanced. External training to KAE staff is provided by a relevant training body and they also have access to the broad range of training and guidance provided through the wider college. As part of induction newly recruited staff are asked questions on the policy and all staff receive regular safeguarding updates and in-house training sessions.

S4 Very rigorous recruitment procedures are in place, which include all written references being followed up by a witnessed phone call, and interviews include a safeguarding element.

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	April 2010
Last full inspection	August 2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	KAE 1978 DGC 1974
Ownership	Name of company: David Game College Company number: 03149730
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
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Details of any additional sites not in use at the time of the inspection	N/a
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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	19	129
Full-time ELT (15+ hours per week) aged 16–17 years	1	33
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	20	162
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	27	23
Adult programmes: typical length of stay	10 weeks	2 weeks
Adult programmes: predominant nationalities	Italian, Brazilian	Brazilian, German, Spanish, Turkish

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	4	11
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	2	

Academic manager qualifications profile.

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3

Comments

The incoming academic manager was teaching seven hours of one-to-one lessons in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	10	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	1
Staying in privately rented rooms/flats	6	0
Overall totals adults/under 18s	19	1
Overall total adults + under 18s	20	