

Organisation name	Kent School of English, Broadstairs
Inspection date	18–19 October 2022

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 the Kent School of English in October 2022. 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 and professional English for adults (20+) and for closed groups of adults (20+), young people (18–20) and under 18s.

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

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

Introduction

Kent School of English (KSE) is a well-established school in Broadstairs which offers courses for both adults (aged 20+) and younger learners (12–20); week-long courses for closed groups of school children, accompanied by their teachers/group leaders, constitute the majority of enrolments throughout the year.

The inspection was conducted by two inspectors over two days. Meetings were held with the principal/managing director, the director of studies (DoS), the HR manager/senior teacher, a senior teacher, the admissions director (also responsible for accommodation), the activities and IT manager, and the accommodation and welfare officer. Inspectors also held meetings with representative groups of teachers, activity leaders, students and group leaders. One inspector visited three homestays and all teachers timetabled during the inspection were observed.

Address of main site/head office

3, 5, 10, 12 Granville Road, Broadstairs CT10 1QD

Description of sites visited

The school occupies two pairs of interconnected houses on either side of a road close to the centre of Broadstairs. Numbers 3–5 contain the management and administration offices; numbers 10–12 contain most of the classrooms and teachers' and academic managers' rooms. Overall, there are 25 classrooms, eight offices, a computer room, teachers' and group leaders' workroom, meeting room, kitchen and common room; there are kitchens/coffee bars for students' refreshments, a theatre with raked retractable seating, a sick room, and a number of toilets. Both pairs of houses have outdoor communal areas, with seating.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (20+)	<input checked="" 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 21)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The following courses are offered: courses for learners aged 20 and over (15, 21 or 30 hours per week) in general and professional English; for closed groups of adults on specialist courses, including teacher development; for closed group courses for young learners aged 12–20. Some one-to-one teaching takes place.

Management profile

The DoS, HR manager, activities and IT manager, and the admissions director report to the principal; teachers report to the DoS and activity leaders to the activities and IT manager; the accommodation and welfare officer and the admissions and transport officer report to the admissions director. In addition, there is a finance director who line manages the accounts manager.

Accommodation profile

The school has a large number of active providers on the homestay register. Half-board accommodation is provided during the week and full board is offered during weekends. There were 130 students accommodated in homestays during the inspection. Occasionally guest houses are used for group leaders and adult students.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals, values and publicity. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled and provide a suitably professional environment for teachers. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience, and continuing professional development) appropriate to the context. Teachers receive good 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 met the requirements of the Scheme. *Academic management*, *Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are met, though the major incident policy was limited in scope. The management of the accommodation systems works well and to the benefit of students. The well-organised leisure activities are varied and tailored to meet the needs and interests of the students, and leisure and sports risk assessments are very thorough. *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 good provision for the safeguarding of students under the age of 18 within the school and in the leisure programme and accommodation provided. All safeguarding staff have had the appropriate level of training and other staff in the school, homestay hosts and other sub-contractors have had at least basic awareness 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.	Met
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.	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.	Strength

Comments

M2 There are very clear objectives for the short- and long-term future of the organisation with realistic plans to achieve them.

M3 There is a clear structure of management and administration with designated management roles fulfilled by experienced people who have been at the school for a number of years; this has ensured the continuity of provision at all times.

M4 Channels of communication are very effective, with excellent use made of a tailor-made school app. There are regular meetings for the different teams; daily meetings are held for group leaders and for teachers.

M5 Feedback is obtained from group leaders and students in a thorough and consistent manner. The results of student surveys are tabulated, analysed and used to trigger immediate action if necessary, and to inform future development.

M7 There is ample evidence to demonstrate that the organisation regularly reviews systems, processes, and practices with a view to continuing improvement. The self-evaluation based on the Scheme criteria was completed in great detail.

Staff management and development	Met
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.	Not 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

M8 Human resource policies are comprehensive, made known to staff, and systematically implemented.

M9 Although job descriptions are generally detailed, those of the principal and the admissions and transport officer did not contain reference to their safeguarding responsibilities. This omission was rectified during the inspection and is no longer a point to be addressed.

M10 There are excellent policies for the recruitment and selection of staff with procedures which are rigorously implemented.

M11 There are appropriate procedures for the induction of staff in the different departments; they include the initial shadowing of an experienced member of staff who continues to act as a mentor. There are induction checklists and quizzes to ensure that the induction procedures are carried out effectively.

M13 There are very effective procedures to ensure the continuing development of all staff via external training courses and appropriate in-house provision.

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.	Strength

Comments

M14 Group leaders reported that they had received an excellent level of customer service both before and during their stay.

M15 Most of the courses are negotiated and tailor-made to the clients' specifications. There are efficient systems for relaying information via agents/group leaders to parents and the young students.

M16 Additional arrangements have been put in place for compensating students unable to attend their course because of Covid.

M19 The policy and procedures are appropriate for the age group; all lessons and activities are obligatory. Attendance rules are made clear to parents and students before the start of the course; students are reminded on their first day and any non-attendance of lessons or activities is immediately followed up.

M21 There is a clear complaints procedure and evidence that any problems/complaints are promptly dealt with.

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.	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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website; use is also made of social media.

M26 The website gives a very clear description of the level of care and support given, with detailed information about the measures in place to assure the safety and well-being of the younger students and the permissions required from parents.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Not met
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

P2 Classrooms are satisfactory in terms of number and adequate in size for the allocated class maximums. However, in many of the classrooms used during the inspection the furniture did not allow for sufficient flexibility of layout.

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.	Met

P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
<p>P7 There are full sets of course resources accessible to teachers and students via the bespoke app.</p> <p>P8 Teachers on junior courses teach prescribed lessons, all the resources for which are accessible on the app. In addition, the teachers' room has a stock of dictionaries, coursebooks, reference books and journals.</p> <p>P9 Staff receive thorough training on the use of the electronic materials and the teaching/learning app. The IT manager and academic managers are available to assist with any technical difficulties.</p> <p>P12 The courses and accompanying resources are reviewed and updated annually, taking into account feedback from students and teachers.</p>	

Teaching and learning

Academic staff profile	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.	Strength
Comments	
<p>T1 One teacher does not have a level of education normally represented by a Level 6 qualification. A rationale was submitted and accepted within the context of this inspection. The teacher has completed courses at higher education level and has valuable professional experience.</p> <p>T4 The DoS, the senior teachers and the principal are all TEFLQ and have considerable relevant experience.</p>	

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.	Strength
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.	N/a
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	
<p>T6 Teachers are timetabled so that students have a number of teachers within a co-ordinated week's programme; this enables students to be exposed to a variety of teaching styles and accents.</p> <p>T9 Teachers reported that they receive excellent day-to-day support and guidance from the DoS and experienced peers.</p> <p>T10 There is an effective programme of spot checks and more formal observations; they are conducted for monitoring purposes and to inform individual and curriculum development needs. Teachers reported that they appreciate the opportunity to observe and team teach with peers.</p>	

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.	Strength
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.	Strength
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.	Strength
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 There is a well-designed and innovative course structure with detailed guidance on its use for teachers and activity leaders.

T12 There is an annual review of courses which takes into account detailed feedback from teachers, group leaders and students.

T13 All course content is available to students on the KSE app. For each lesson, students have access to the stated learning outcomes and can conduct a self-assessment using 'can-do' statements. The content of the app is available to students after their course as a record of their study.

T14 The activities department works closely with the teaching department to ensure that language learning opportunities are maximised on activities. The wider curriculum is delivered through a structured programme of activities and visits which are linked to topics introduced and discussed in lessons.

T15 Courses integrate study and learning strategies. In particular, they are structured to encourage students to recognise and evaluate their own skills' development and progress.

T16 Courses focus on authentic communication which can be used in the students' homestays and during the leisure programme.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
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.	N/a

Comments

T18 Teachers teach the same class on the first and last days of the week-long course to evaluate students' progress. At the end of each morning, teachers hand over their class to the next teacher, with comments about individual students, as appropriate. Students evaluate their own progress each day by assessing themselves against 'can do' statements. On the last day of the course there is a review of the week including a 'language quiz' and overall self-assessment.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	Morning and afternoon lessons.

Comments

The academic managers were not scheduled to teach.

Teaching: classroom observation	Area of strength
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.	Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
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.	Strength
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated a satisfactory knowledge and awareness of linguistic systems and provided accurate models of spoken and written English; in better segments, teachers demonstrated their knowledge of phonological systems.

T24 The content in all the lessons was appropriate and of interest to the students; the overall structure of the course, and the learning needs and backgrounds of the students had clearly been taken into account.

T25 The learning objectives were appropriate and achieved through a series of well-staged activities. They were made clear to students at the beginning of the lessons and reviewed at the end, with students asked to evaluate their achievement using 'can do' statements.

T26 Techniques were appropriate, with an emphasis on enabling the students' use of spoken language. Students were given opportunities to take long turns and develop their fluency. Techniques for checking students' understanding were generally satisfactory; however, instructions were not always checked. In the better segments there were some excellent examples of controlled practice.

T27 Classroom management was handled well with changing of pairs despite limited opportunities for movement around the classroom. Whiteboards were well organised and used to good effect. There was excellent use made of the app to access the course materials and to prompt activities.

T28 Teachers monitored well and gave plenty of praise and encouragement. In better segments, good attention was paid to pronunciation, with self- or peer-correction followed by controlled practice. In other segments, opportunities to focus on the pronunciation of sounds were missed.

T29 Learning was often evaluated by means of completed tasks, for example student presentations, and students were encouraged to self-evaluate.

T30 Overall, effective management of the learning materials and tasks ensured a positive and purposeful atmosphere; students were engaged and seemed confident in their ability to achieve the learning objectives set.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from excellent to satisfactory against the criteria, with the majority being good or better. Teachers demonstrated satisfactory knowledge of linguistic systems and provided appropriate models. Lessons were planned with students' needs in mind, with learning outcomes being shared with learners. Appropriate techniques were employed, and classroom resources were managed well. The evaluation of learning was effective and teachers created an atmosphere conducive to learning.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not 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.	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.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 The safety and security of all students is taken very seriously. School staff wear identity badges and visitors are required to sign in and wear a badge. The front doors to the two buildings are kept locked, with code access. Staff patrol in high visibility jackets to help students cross the road between the two buildings at peak hours. Fire equipment is checked regularly. Full building fire evacuations are held every six months but because of the prevalence of one-week courses, 'dry run' evacuations are conducted by teachers at the beginning of the week. There is a very good range of risk assessments with details of review and updating.

W2 There was an emergency plan, but it was not sufficiently comprehensive, referring only to off-site activities. It was amended during the inspection to broaden its scope and is no longer a point to be addressed.

W3 *Talk to us* posters of people who can help and what they can help with are prominent in the school. Welcome leaflets with pastoral advice are provided in homestay student bedrooms at the start of each course. Students were clear about who to consult and felt staff were quick to help in case of need.

W4 Policies and school rules are introduced in the first lesson and are also presented in easily accessible documents. A summary with pictograms rather than text is on noticeboards throughout the school.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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.	Strength

Comments

Nearly all accommodation provided is in homestays. Occasionally guest houses are used for group leaders and adult students.

W9 The homestays visited were of a very high standard. Students in the focus group were highly satisfied with their accommodation.

W11 Initial visits and revisits at least every two years are made. The information collection sheets for these are very detailed. The accommodation database automatically alerts the school to the need for a visit and the imminent necessity for gas certificate renewal.

W13 The procedures for noting and resolving accommodation problems are robust and a full record is kept of action taken by the school.

W15 Food provided by homestays was reported by students to be good, both in quantity and quality. Vouchers that can be used to get lunch in a number of local cafés can be provided in lieu of packed lunches.

<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

Comments

All criteria in this 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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All applicable criteria in this area are 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.	Strength

Comments

W24 A wide range of afternoon and evening activities is provided together with an extensive weekend programme. These were rated very highly by students and group leaders.
W25 Group leaders and students also considered the programme to be very well organised.
W26 Risk assessments and safety guidelines were in place for all activities. These are considered live documents, reviewed and updated if necessary at the activity department's weekly meetings.
W27 New staff are suitably qualified on arrival and are further trained at induction, through observing activities before running them and through the weekly meetings.

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.	Met
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.	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

S1 There is a very full safeguarding policy with all required information provided, composed with expert input. It is reviewed and updated regularly.
S2 The policy is available online and as a PDF as well as in a condensed version for homestay hosts and other sub-contractors. Guidance and/or training is provided for these stakeholders.
S6 The school organises patrols by staff to supervise students in different situations outside the school buildings. These include crossing the road between school buildings, the high street where students redeem their lunch vouchers and in the evening after activities to ensure students comply with the 10.30 curfew.

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	2008
Last full inspection	2016
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	1972 (previous ownership; 2004, present ownership)
Ownership	Name of company: Kent School of English Ltd Company number: 5001361
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	17 Queens Road, Broadstairs: currently closed 66 High Street: currently closed

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	0	5
Full-time ELT (15+ hours per week) aged 16–17 years	14	40
Full-time ELT (15+ hours per week) aged under 16	116	150
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	130	195
Junior programmes: advertised minimum age	12	12

Junior programmes: advertised maximum age	20	20
Junior programmes: predominant nationalities	German, Spanish	German, Spanish, Italian
Adult programmes: advertised minimum age	20	20
Adult programmes: typical age range	30–50	30–50
Adult programmes: typical length of stay	1 week	1 week
Adult programmes: predominant nationalities	Spanish	German, Spanish, Italian

Staff profile	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	12	22
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	12	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
There are one full-time and two part-time academic managers; none were scheduled to teach during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	3
Teachers without appropriate ELT/TESOL qualification	0
Total	12
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	130
Private home	N/a	n/a
Home tuition	N/a	n/a
Residential	N/a	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		

Staying with own family	0	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	0	130
Overall total adults + under 18s	130	