

Organisation name	Kings Young Learners, head office Hove
Inspection date	15 and 18–19 July 2024

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, 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
<p>The British Council inspected and accredited Kings Young Learners in July 2024. 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).</p> <p>This large private language teaching organisation offers residential courses in general and academic English for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, learning resources, course design, care of students, and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of academic staff profile.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Kings Colleges was founded in 1957. The summer schools' division was set up in 2011 and is branded under the name of Kings Young Learners (KYL). In 2024 KYL ran five centres in Ascot, Bath, Bournemouth, Newbury, and London.

All centres offer an inclusive residential summer course for students under 18 comprising 15 hours of English lessons and a programme of activities and excursions. In addition, the Ascot centre also hosted a Leaders of Tomorrow course.

The inspection took place over three days. The inspectors spent a day each in the Ascot and London centres. Meetings with head office (HO) staff were held remotely on the third day. HO meetings were held with the director, recruitment manager, academic manager, head of sales and client support manager, head of programmes, and the programme manager (UK).

In each centre, meetings were held with the centre manager (CM), director of studies (DoS), welfare manager (WM), activities manager (AM), and a representative from the host organisation. Separate focus group meetings were held with students, group leaders, activity leaders and house parents, as well as teachers. The residential accommodation was visited by one of the inspectors on each site. All of the teachers timetabled to teach on the day of inspection in the two centres visited were observed.

Address of head office

Unit N2–N4, The Old Market Upper Market Street, Hove, East Sussex BN3 1AS

Description of sites visited

St Mary's School (St Mary's Road, Ascot SL59JF). On this site KYL have use of four buildings. The first houses the centre office, lecture theatre, canteen, staffroom, activity staff room and most of the boarding rooms. The second building comprises the classrooms and teachers' room, and the third provides further residential accommodation. The last building contains a sports hall, swimming pool, and another room used for social activities. There are also a number of outside sports courts and fields.

South Bank University (Keyworth Arts and Media Centre, Keyworth Street, London SE1 6NG). On this site KYL used classrooms on two corridors of a building shared with university staff, students, and another summer school operation. The staff room and toilets are situated on the same corridors. They also have use of a refectory, sports hall, lecture theatre as well as social spaces in nearby buildings. One of the on-campus accommodation blocks also houses administrative offices for KYL.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<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

In both Ascot and London, the summer course consists of 15 hours of English and an inclusive programme of activities and excursions. In Ascot, the Leaders of Tomorrow course provides 20 hours of English for Academic Purposes and vocational development as well as related trips and guest speakers.

Management profile

The director of Kings YL is supported at HO by the head of sales operations and client support, head of programmes, academic manager, and recruitment manager. The head of sales manages the admissions team, the head of programmes, the programme managers and transfer manager. The CMs in each centre report to a programme manager at HO. CMs manage the activity and welfare teams in each centre. The DoS in each centre manages the teaching teams with support from the academic manager from HO who is TEFLQ.

Accommodation profile

The accommodation in both boarding school and university sites is residential and full-board.

At St Mary's Ascot rooms located in the main school building range from single ensuite rooms to dormitory-style rooms with up to 12 beds in cubicles with their own wash basin and shared bathrooms. Staff have separate shared bathrooms. Bedrooms in a separate block in the grounds are all en-suite.

In two of the residences owned and managed by Southbank University rooms are single en-suite arranged in flats of eight. In the third residence, which is not owned by the university, the rooms are arranged in flats of six, with two shared bathrooms. The two Southbank residences are within short walking distance from the main campus. The third residence is an Underground journey away from the campus.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Systems for strategic and quality management are very effective. Recruitment procedures are mostly suitable, and student administration is very well managed. Overall, publicity gives rise to realistic expectations. *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 premises provide a welcoming and comfortable environment for staff and students, but one site had not been suitably assessed for risks. Learning resources are plentiful and regularly reviewed. *Learning resources* is an area of strength.

Teaching and learning

Overall, the provision meets the section standard and exceeds it in some respects. The academic team is suitably qualified, but the academic support policy is not sufficiently well implemented. Academic management systems are mostly very effective, and course design is well devised. *Course design* is an area of strength. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic staff profile*.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Arrangements to meet the needs of students for security, pastoral care, information and leisure activities are very well considered and implemented. Students give very positive feedback about the well-managed leisure programme and the accommodation is entirely satisfactory. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure programme and accommodation. However, there are some aspects of recruitment and risk assessment that do not meet requirements.

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.	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.	Met

Comments

M1 A very clear statement on values is made explicit through documentation and widely displayed in centres. Evidence was also seen of how it informs course topics and materials.

M3 The structure of the organisation is clearly delineated, and strong management teams were in place in both centres visited.

M4 Communication is very effective, using both formal and informal channels. This is evident in the communication between HO and centres and within centres, as well as between centres and their host organisations.

M5 Student feedback is central to many of the processes at KYL. As well as initial and end-of-course feedback forms, group leaders are well placed to provide ongoing feedback to centre management staff. Both students and group leaders commented on the responsiveness of the KYL team.

Staff management and development	Met
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 ensures that these are up to date.	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.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 Recruitment procedures are mostly suitable, but no evidence was seen that original qualification certificates are seen as part of this process.

M11 Induction procedures are thorough and supported by useful presentations and checklists. Much of this is available to centre staff before arrival, and all those spoken to appreciated the efficiency of the process.

M12 There is an appraisal system in place for HO staff, and good monitoring systems are in place for centre staff, but the latter does not receive any form of appraisal or exit interview.

M13 CPD is very well provided for. The CPD record shows considerable investment in the development of HO staff, and temporary staff also benefit from workshops and training offered as part of their induction.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Students and their representatives receive a very high level of customer service. This was evident from recorded feedback as well as speaking to students and group leaders.
M18 Student attendance is closely monitored, and record keeping is good. Group leaders were particularly impressed with how this is managed.
M19 Clear codes of conduct are in place and signs emphasising unacceptable behaviour are well displayed. There is an effective staged process which is clearly explained.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises a website and brochure. The organisation also uses a number of social media channels. The website is considered the main form of publicity.
M22 The Kings English website makes good use of photographs and icons and uses relatively little text, making it very accessible to those for whom English is a second language.
M26 Accommodation information is mostly suitable, but there is a lack of detail on how laundry is managed in different centres. This had become an issue at one centre.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 Although both sites visited had good measures in place to ensure safety and security, various components of the university site had not been risk assessed by KYL.
P2 Both premises visited were in an excellent state of repair and cleanliness. Students, staff and group leaders all commented on their comfort.
P3 Classrooms were all spacious, free from extraneous noise, and well ventilated. Furniture was flexible and all benefited from natural light.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P8 Teaching resources are plentiful, up to date, and well organised. Both printed and digital copies were available which teachers found particularly efficient.

P11 There is an annual review of course design and evidence was seen of its effective implementation. Returning teachers commented on the improvements seen.

Teaching and learning

Academic staff profile	Need for improvement
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The recruitment and support policy is not sufficiently well devised or implemented in line with the stated course objectives and the student profile. There is a lack of information on the support available to teachers with non-standard qualifications, and in one centre the DoS was unaware of the academic profile of their staff. The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the organisation's context.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments

T6 Continuous enrolment is well managed. The syllabus for each week is discreet and teachers are provided with good support to integrate new learners.

T7 The academic induction of new teachers is thorough, well documented, and includes a one-to-one meeting with the DoS to discuss personal preferences and strengths.

T9 Although teachers were happy with the constructive nature of the observation procedure, the initial observations of some new teachers were not carried out by a TEFLQ manager.

T10 A CPD programme for teachers is run on a weekly basis. It is often influenced by needs identified during formal observations, and good support is offered for peer observations.

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

Comments

T11 Course design is based on clear principles and the topics chosen closely align with the organisations' stated values. A useful focus on learning strategies is a weekly feature of the syllabus.

T12 The syllabus contains a weekly focus on aspects of UK life, as well as preparation for and reflection on excursion destinations.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Not met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T16 Although the leaving reports provide helpful information regarding the students' performance in the classroom, they also make reference to a level of attainment which has not been formally assessed.

T18 KYL is able to offer students the opportunity to visit one of their year-round centres where mainstream education courses are available as well as examination preparation. The visit includes trial lessons.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	Language input, excursion lesson, and project work, leaders of tomorrow

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met

T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
<p>T19 The majority of teachers provided accurate models of spoken English and clear explanations of language.</p> <p>T20 Student profiles were provided but the majority lacked any detail on students' needs or backgrounds and there was no evidence that lesson planning took these needs into account.</p> <p>T21 Learning outcomes were displayed in all classes, and in most cases the staging of the lessons was satisfactory.</p> <p>T22 A range of teaching techniques was seen across all lesson segments observed. This included elicitation, nomination of individuals, checking of understanding, and supportive monitoring.</p> <p>T23 The classroom environment was suitably managed in many cases with some teachers moving furniture and students to encourage greater interaction. Technology was used confidently in all segments seen.</p> <p>T24 There was very little evidence of feedback on errors. Teachers tended to join in with fluency activities rather than monitoring for a follow up on language use. In a minority of cases, effective use of both on-the-spot and delayed error correction techniques was seen.</p> <p>T25 Most lesson plans included presentation stages and some form of feedback on tasks. Feedback was provided by both teachers and other students.</p> <p>T26 The classroom atmosphere was positive in the majority of cases. Teachers were supportive and dynamic in the main, and students were well engaged with their learning.</p>	

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met
Comments	
<p>W1 There is a very comprehensive plan to respond to any emergencies and close liaising with host organisations in devising these. Staff and group leaders are given appropriate information and students are briefed very sensitively about how to keep themselves safe and the procedures they should follow in an emergency.</p> <p>W2 Students receive a very good level of care, and their well-being is part of the ethos of the organisation. Group leaders care for students in their groups and individual students are assigned their own 'guardian' from the staff as well as an activity leader during excursions. Group leaders and staff know who to refer issues to.</p> <p>W3 Tolerance and respect feature in the organisation's ethos. Relevant policies and procedures are appropriately presented to students in a variety of ways. Diversity and inclusion is one of the weekly themes followed in the academic programme and in activities.</p> <p>W5 Students and their parents receive comprehensive and useful information before arrival and further information is very appropriately presented to students and group leaders on arrival. Pick up and transfer arrangements are very well organised and implemented.</p>	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met

W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W11 Initial feedback is collected from students during week one and group leaders have regular meetings with staff when they can bring up any problems. Any issues are dealt with swiftly and actions taken are systematically recorded.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W20 As well as a programme of full and half-day excursions, a wide variety of activities and sports are offered. The choice of activities is varied according to the interests and ages of the students and in response to special requests. Feedback about the programme from group leaders and students was very positive.	
W21 The leisure programme is very well organised and resourced. The scheduling of trips takes account of local factors to avoid the busiest times. Each centre has its own activities manager and senior activity leaders, usually recruited from returning staff, and supervision ratios are carefully risk assessed to ensure there are more than adequate numbers of staff, as well as group leaders on excursions.	
W22 All excursions and activities have been thoroughly risk assessed. Each event has its own detailed itinerary, with the associated specific risks assessed, and detailed briefings before each event ensure leaders are thoroughly prepared. At least one trained first aider is on each excursion.	
W23 Activity leaders have a very thorough induction and training, both online and face-to-face on site. Training includes how to deal with emergencies and supervision protocol. Less experienced staff are always led by those with more experience. Activity leaders feel well prepared for their role.	

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.	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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not 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

All students are under 18.

S1 The safeguarding policy is comprehensive and implemented through and supported by codes of conduct and incident reporting documentation. Procedures for reporting different levels of concerns are very clear.

S2 All staff receive safeguarding training as part of their induction. Group leaders are also required to complete an online safeguarding course. Welfare officers, who are the designated safeguarding officers at centre level, received additional training. Three managers at head office are all trained to specialist level.

S4 While staff recruited from outside the UK have recent police certificates, they do not have relevant UK criminal checks. Some reference requests had not included the question regarding suitability to work with under 18s.

S5 Arrangements are generally suitable for the supervision and safety of students during scheduled lessons and activities. Supervision ratios are very carefully calculated according to specific circumstances and needs, including the walks to and from the residences and break times. However, some risks associated with a building open to the public and the risks when students are taken off the scheduled programme by the group leaders have not been systematically assessed.

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: multicentre

Inspection history	Dates/details
First inspection	2008
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Kings Bournemouth, Kings London (Beckenham), Kings Brighton, and Kings Oxford
Other related non-accredited schools/centres/affiliates	Moreton Hall school - advertised and marketed by Kings but run solely by Moreton Hall school (parent and child programme) which has ISI accreditation. Summer schools and language centres in the US.

Private sector

Date of foundation	1957
Ownership	Name of company: Kings Colleges Company number: 01016132
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Unit N2 The Old Market, Upper Market Street, Hove BN3 1AS
Name and location of centres offering ELT at the time of the inspection but not visited	Used July/August 2024 as residential summer schools: Arts University Bournemouth Downe House School, Newbury Downside School, Bath University of the Arts London
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Southbank University London
2. Name of centre	St Mary's School, Ascot

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	0	0			
17 years and under	221	112			
Overall total	221	112			
U18 programmes: advertised minimum age(s)	13	10			
U18 programmes: advertised maximum age(s)	17	17			
Predominant nationalities	Brazilian, Russian, Italian, Argentinian, Turkish				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	11	6			
Total number of activity managers and staff	17	11			
Total number of management (non-academic) and administrative staff	8	4			
Total number of support staff	26	21			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	0	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	3	1			
Total	0	0			

Comments

The DoS in each centre manages the teaching teams with support from the academic manager from HO who is TEFLQ.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification/profile	0	1			
TEFLI qualification (includes relevant QTS)	5	4			
A TEFL portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	3	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	0			
Total	8	5			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				221	112			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			

Arranged by student/family/guardian	Adults					Under 18s				
	Staying with own family	N/a	N/a				N/a	N/a		
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
Overall totals	0	0				221	112			

Centres	1	2	3	4	5
Overall total adults + under 18s	221	112			

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, S4 and S5 have been addressed.