

Organisation name	Kingswood Learning and Leisure, Ashford, Kent
Inspection date	23–24 October 2018

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.	Not 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 that accreditation be placed under review because the section standard for teaching and learning was not met. The period of review to be ended by a spot check within 12 months focusing on teaching. Evidence must be submitted within six months to demonstrate that weaknesses in M22 and M24 have been addressed.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

Kingswood Learning and Leisure was founded in 1997 and its Grosvenor Hall centre became accredited in 2014. In November 2016, the holding company changed to Graduation Topco Ltd. The change of ownership signalled a spot check inspection in 2017 to assess the effect of the change of ownership on the operation of the provision. It was confirmed that there were no grounds for bringing forward the next full inspection due in 2018.

There are nine Kingswood centres in the UK that offer UK school children, normally accompanied by their teachers, programmes of adventure activities. Six of the centres also provide English language teaching programmes for international students. Grosvenor Hall, Ashford, is the only centre running English classes year round and the only accredited school.

Outside the summer, English language students come in closed groups; the accompanying group leaders are known as 'party leaders' to distinguish them from 'group leaders', who are members of the organisation's staff. During the summer, the school also accepts individually enrolled students, who are allocated a member of Kingswood staff as their 'camp coach'. Most students come through agents, but some organisations and individuals book direct with the provider.

The inspection took place over two days. The inspectors held meetings with the centre manager, the head of English, the customer services manager, the head of marketing, the international business development manager, the chief instructor, senior teachers and the EFL co-ordinator. Focus group meetings were held with students, teachers, party leaders and activity staff. All teachers scheduled to teach at the time of the inspection were observed. One inspector visited the residential blocks and sampled the activity programme.

Address of main site/head office

Kingswood Learning and Leisure, Kennington, Ashford, Kent TN25 4AJ

Description of sites visited

Grosvenor Hall is a large period house set in 50 acres of land on the outskirts of Ashford, Kent. The school can accommodate over 800 children and accompanying adults in eight residential blocks. The main house contains a reception area and a number of offices and meeting rooms. The teaching block has 15 classrooms, six ICT labs, a conference room, a teachers' room and the offices of the head of English and the EFL co-ordinator. There is a dining room which seats 330 people, and two kitchens, one of which can cater for faith-based diets.

The wide range of sports and leisure facilities includes an indoor swimming pool, a dance studio and disco, a debating chamber, a large sports hall, a cinema and laser zone, sports pitches, playing fields, a new watersports lake and an adventure park with high ropes courses, climbing wall and zip wire.

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

Comments

'English in Action' closed group courses are offered throughout the year to students aged eight to 17. The courses typically include 15 hours of English, afternoon and evening activities and one and a half days of excursions per week. 'English Adventure' courses offer a minimum of three hours of taught English per week. In the summer Grosvenor Hall offers Kingswood Camp holiday programmes for 11 to 17 year-olds. These courses are offered to groups and individual students.

Accommodation profile

Report expires 31 March 2025

All students are accommodated in residential blocks close to the main buildings. There are eight blocks with a mix of two, four, six or eight beds per room. Three blocks have ensuite bathrooms and the remainder have shared bathrooms. In the blocks with shared bathrooms, males and females are accommodated on separate floors. Party leaders have single ensuite rooms close to members of their group, and also have a relaxation room. Two residential blocks have recently been refurbished.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The centre is well managed to the benefit of students and staff in accordance with its stated goals and values. Quality assurance mechanisms are effective, as are all human resources policies such as recruitment, induction and professional development. There are some weaknesses in publicity. *Strategic and quality management* and *Staff management* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, much of which is appropriate to the age and needs of the students. Some of the course materials are not suitable for younger and lower-level students. Classrooms require redecoration.

Teaching and learning

The provision does not meet the section standard. The academic staff have a professional profile, including qualifications, appropriate for the courses offered. Teachers receive academic guidance to ensure that they support the learning of students. Courses are designed to meet the linguistic needs of learners. The teaching observed did not meet the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Appropriate security and safety measures are in place. Students' needs for information, support and pastoral care are well met. The residential accommodation is of an adequate standard, although some bedrooms are cramped. The extensive and challenging leisure programme is very well organised and is delivered effectively by an enthusiastic team of well-trained instructors and leaders. *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. The safeguarding policy and procedures are detailed and are effectively communicated to staff, parents, group leaders and students. Staff are well trained in safeguarding issues. Students are closely supervised throughout their stay. Appropriate suitability checks are carried out on all staff. *Safeguarding under 18s* is an area of strength.

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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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 The organisation has a clear strategic plan supported by detailed objectives and action plans for all departments including the EFL department. Measures for monitoring progress are identified in organisation plans.

M4 Both informal and formal channels of communication work very effectively. Daily morning meetings of senior staff and all departments ensure that staff are aware of current issues. There are weekly heads of department and all staff meetings. Regular communication takes place between managers in different centres and with senior staff.

M5 Comprehensive procedures are in place to obtain feedback from students and party leaders. Even though most students stay for only a week, there are initial and end-of-course surveys completed by students and customer services questionnaires by party leaders. Feedback is analysed, promptly responded to and action taken is recorded.

M6 There is a staff survey distributed every six months to permanent staff. An annual survey of teachers does not currently elicit a high response rate.

M7 There are comprehensive measures in place to review and improve all systems and processes. Reviews are based on feedback from all relevant stakeholders and lead to various company-wide projects designed to enhance the provision.

Staff management and development**Area of strength**

M8 The provider implements appropriate human resources policies, which are made known to staff.

Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

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

M10 Rigorous procedures are in place at each stage of the recruitment process for all staff. All recruitment procedures are thoroughly documented.

M11 Inductions are thorough for all staff. Copies of checked and completed induction checklists are kept in staff files.

M13 All permanent staff have up-to-date continuing professional development (CPD) records. Teachers have weekly professional development sessions while courses are running. Welfare and activity staff receive comprehensive training and professional development to ensure that they meet all quality, safety and welfare standards.

Student administration

Met

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.

Met

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Strength

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Not met

Comments

Report expires 31 March 2025

M14 Survey scores and comments indicate a high level of satisfaction with the helpfulness and friendliness of staff. Party leaders praised the support given by Grosvenor Hall staff.

M19 Attendance and punctuality is closely monitored for both lesson and activities. Students sign a code of conduct that includes the attendance policy and all absences are followed up quickly and effectively.

M21 There is a copy of the complaints procedure on the parents' part of the website and in the party leader guide. However, not all of the procedure is written in accessible English and complainants are referred to a number of different external bodies, some of which are not relevant to international students and their representatives. Students do not receive a copy of the complaints procedure and it is not displayed in the centre.

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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of electronic international brochures and centre manuals for agents and individuals. There are also separate websites for the year-round provision and the summer camps and social media platforms. Some of the website content is aimed at both UK and international audiences.

M22 Information is generally accurate and gives rise to realistic expectations. However, the expression 'welcoming rooms' does not accurately reflect all of the accommodation. The statement that the learning zone provides access to 'fantastic interactive activities' is misleading, as this might refer to classroom lessons or outdoor activities.

The photo of a classroom in the international brochure appears to have been taken in a learning centre or a library and does not reflect the provision. Reference to 'chill out areas' is misleading as these are not routinely made available to students.

M24 Agents supply Kingswood brochures to their clients. One brochure link leads to a Kingswood Camps brochure that does not refer to ELT courses. The sample timetables and accompanying text in the publicity do not make clear that lessons may be in the afternoon.

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.	Not met
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 External areas and some buildings are well maintained and provide a comfortable environment for students and staff. However, some of the paint work and decoration, particularly in some of the classrooms and stairwells in the learning zone, is in need of urgent redecoration.

P2 Classrooms are spacious, quiet and benefit from good natural light. The layout of rooms can be easily changed to suit different classroom activities.

P6 All staff have access to ample space for preparation and meetings. The teachers' room includes easy access to learning resources, and has lockers and desks for all staff. There is a large lounge with computers for party leaders.

Learning resources	Met
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.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 There is a good range of learning resources available for use with secondary level students and there are some materials for use with younger learners. During the inspection, some of the materials used with lower-level and younger students were unsuitable for them and some resources were for adult learners.

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.	Met

Comments

T1 One of the teachers did not have a Level 6 qualification. The teacher had relevant work experience and qualifications. The rationale submitted was accepted within the context of this inspection.

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

Comments

T10 All new teachers are observed in their first week of employment. Other observations are linked to appraisals. Observation feedback includes reference to areas for improvement, but does not include simple action plans for making timely improvements to performance.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate	Met

course structure described in writing for teachers' guidance.	
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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 Syllabuses for different age ranges and language levels are designed to help students increase their confidence primarily in speaking and listening; other lessons are focused on other skills. and pronunciation and grammar feature in weekly programmes. Some lessons are aimed at preparing students to communicate effectively during activities and excursions. Teachers, particularly recently appointed ones, are given clear guidance about the classroom activities and materials that they should use through syllabus packs and detailed lesson plans.

T15 Despite the short length of courses, there are excellent measures in place to help students learn study skills. Courses include use of student learning journals, which contain useful sections on learning aims and new words learned. Higher-level students are invited to complete a short self-assessment at the end of their course. Information about useful websites and applications is given to students to continue their language studies after their courses.

T16 Courses include comprehensive strategies to help students learn English outside the classroom. Classroom activities include sessions to ensure that students can understand instructions during their activities. Some lessons are linked to excursions, and these include role plays, for example, to prepare for shopping experiences.

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.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
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.	N/a

Comments

T21 All students who study for more than nine hours of English receive a certificate of attendance and a report that states the students' level, grades for effort and participation and individual teacher comments.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	Second and third lessons in the morning programme.

Comments

None.

Teaching: classroom observation	Need for improvement
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.	Not 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.	Not 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.	Not met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not 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.	Not met

Comments

T23 Some teachers accurately modelled target language. However, some teachers explained grammatical points poorly and several provided inaccurate explanations of new vocabulary. No use was made of pronunciation drilling or stress marks to help students learn new lexis.

T24 The content of some lessons was generally relevant as students were learning about places that they were going to visit during their programme. However, some of the tasks were too complex for the level of the students and in several cases the materials were inappropriate for the age group using them.

T25 All teachers used lesson plans devised by the provider. These generally referred to teaching aims rather than learning outcomes. Although lesson plans normally included a coherent sequence of activities, due to the complexity of some of the tasks for the learners involved, many aims were not achieved. Several teachers missed out important phases of lessons and focused on non-interactive tasks.

T26 Some teachers used appropriate techniques such as elicitation and nomination. Others used a more limited range of techniques.

T27 Some boardwork was clearly organised, but in some classes it was scrappy and difficult to read. Many teachers gave unclear instructions and failed to check if students understood what they were expected to do. This led to many students not understanding and not doing effectively the activities that they were supposed to perform.

T28 In some lessons student work was appropriately corrected. However, in many classes activities were ineffectively monitored and opportunities for correcting students' speaking were not exploited. In some classes, teachers accepted unnatural utterances from students that were then repeated by other learners.

T30 Some students were engaged and motivated in lessons. However, in a number of lessons opportunities for students to interact with each other in English were not exploited fully. Many students were using their first language in classes and teachers did not have effective strategies for ensuring that English was spoken most of the time. This led to many students communicating in their first language in pair and group work.

Classroom observation summary

The teaching ranged from satisfactory to less than satisfactory and the overall level was unsatisfactory. Although all lessons were based on detailed lesson plans, these were not expressed as learning outcomes and were not always appropriate for the age and linguistic level of the students. Some teachers used appropriate techniques such as elicitation and nomination. In many lessons, instructions to students were not made clear and students struggled to complete activities effectively. Some teachers lacked effective strategies for ensuring that students spoke in English for most of their lessons. The teaching observed did not meet the requirements of the Scheme.

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	N/a

between the point of entry to the UK and the provider or accommodation, including approximate costs.	
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 A full range of safety and security procedures is in place. The site is enclosed by a perimeter fence; access at the main security gate is monitored from reception by CCTV. Reception is staffed at all times and there are regular night patrols to check on the accommodation blocks. Detailed company-wide and site-specific risk assessments are in place.

W2 A very detailed group-wide emergency plan is in place. The duty manager is responsible for implementing the plan. A recent serious incident involving a student was appropriately handled according to procedures set out in the plan.

W3 The school provides a good level of pastoral care for its students. The centre manager has overall responsibility for pastoral care and a school representative is assigned to each group to deal with any welfare issues. Party leaders attend all activities and excursions and supervise their group during meal times and in the residences. In the summer, when individuals are accepted, the camp director assigns school staff to supervise participants and provide pastoral care. The school holds full information about students with specific pastoral needs.

W4 Abusive behaviour and bullying policies, including staged disciplinary procedures, are clearly set out in the staff handbook and are made known to students at induction and through the code of conduct. Notices in accessible English reinforce the school's ethos of tolerance and respect.

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.	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

W9 Most of the accommodation is of an acceptable standard. However, rooms are furnished with bunk beds which are appropriate for younger students but not suitable for older students. Some rooms have only limited circulation space and storage areas. Students in the focus group commented unfavourably on the size of the rooms and the space available. Bathrooms, both ensuite and shared, are adequate. Furnishings and bathrooms in the two refurbished blocks are of a good standard.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented	N/a

accommodation and advice in case of difficulties.	
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

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 The leisure programme covers a wide range of outdoor sports and adventure activities including abseiling, climbing, zip wire, archery, fencing and raft building, all organised onsite in the extensive campus grounds. Programmes are tailored to the needs and age range of each group. Activities are challenging and many involve collaboration between students. A full programme of evening events such as camp fires, quiz nights, cinema and discos is also provided. Excursions to local tourist destinations are also offered.

W25 Clear guidelines are in place to ensure that activities are adequately resourced and organised. An enthusiastic team of apprentice and permanent activity leaders is led by senior instructors. Party leaders attend all activities and help to translate instructions if required.

W26 There are clear guidelines for organising each activity type, with a focus on ensuring the safety of the students. Risk assessments are in place for all activities. The extensive equipment is regularly checked, both by school staff and by outside contractors.

W27 Activity leaders follow initial training and a probationary apprenticeship which leads to a formal qualification. Leaders are able to move to higher levels of responsibility with additional training. Specially trained staff oversee activities which present a higher risk to participants.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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	

S1 The company-wide safeguarding policy sets out the organisation's approach of safeguarding issues; this is available on the website for parents and party leaders. A safeguarding operations manual sets out detailed procedures for identifying and responding to safeguarding issues and a separate document sets out local arrangements for Grosvenor Hall. There are five designated safeguarding leads (DSLs) at the school, the centre

manager being the senior DSL. A company-wide safeguarding advisory group meets quarterly to share information about safeguarding issues.

S2 All staff and accompanying party leaders are appropriately informed of the safeguarding policy. All DSLs have had specialist safeguarding training. Teachers have had basic safeguarding awareness training and other members of staff have had appropriate training delivered by Kingswood staff. Refresher training for activity leaders, housekeeping and catering staff has been provided in-house this year.

S5 Students are closely supervised during lessons and activities. No adult students are accepted at the school. All activities are closely supervised by senior instructors and the activity team; party leaders attend activities with their own group and accompany students to meals. Attendance is checked at the beginning of lessons and at the start of the activity programme to ensure that all students are present. Any absences are promptly followed up.

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 2014
Last full inspection	April 2014
Subsequent spot check (if applicable)	February 2015, May 2017
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	Outdoor adventure activity programmes courses for UK primary and secondary school students.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Eight other Kingswood centres in the UK and one in France. Five of the other centres teach English to international students at certain times of the year.

Private sector

Date of foundation	1997
Ownership	Name of company: Kingswood Learning and Leisure Group Ltd. Company number: 03476432
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	N/a

Student profile

At inspection	In peak week: October (organisation's estimate)
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ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	33	33
Full-time ELT (15+ hours per week) aged under 16	232	232
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	59	59
Overall total ELT/ESOL students shown above	324	324
Junior programmes: advertised minimum age	8	8
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French, Italian, Polish	French, Italian, Polish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	153	

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	

None of the academic managers (head of English, senior teachers) was scheduled to teach in the week of the inspection. The two senior teachers were acting as cover teachers.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	11
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
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	0	0
Home tuition	0	0
Residential	0	324
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	324
Overall total adults + under 18s	324	