

Organisation name	KKCL English, Harrow
Inspection date	31 July – 1 August 2024

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> 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
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> 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 with a supplementary inspection within 12 months to assess the year-round provision at the main school.

### Summary statement

The British Council inspected and accredited KKCL in July and August 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](http://www.britishcouncil.org/education/accreditation) for details).

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

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

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

## Introduction

The inspection was conducted by two inspectors over two days. Only the vacation course for young learners aged 9–17, being held at Harrow School was inspected as no adult courses were being run during the summer at the main school while refurbishment was taking place. Meetings were held with the chief executive officer (CEO) the deputy CEO, the director of studies (DoS), the assistant director of studies (ADoS), the residential house master, the student welfare manager, the activity manager, the group leader manager and a representative from Harrow School. Meetings were also held with representative groups of students, group leaders, teachers and activity leaders. One inspector visited the residential accommodation in use and all teachers teaching during the inspection days were observed.

## Address of main site/head office

103–105 Greenford Road, Harrow HA1 3QF

## Description of site visited

Harrow School (5 High Street, Harrow on the Hill, Middlesex HA1 3HP) is an independent boarding school. For the summer vacations courses KKCL has exclusive use of an academic building which contains nine classrooms, a teachers' room/office, a staff kitchen and an easy access toilet. Students use the toilets in another building a short distance away. KKCL also has use of an outdoor terrace and gardens, and facilities which include an indoor sports centre, rock climbing facilities, an astroturf pitch, tennis courts, playing fields, an indoor swimming pool, a theatre and assembly halls. Meals are taken in the dining room. A medical centre is also available on site. Most of these facilities are shared with other organisations on an allocated time basis.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input 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 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"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 July and August, KKCL runs residential summer camps for 9 to 17-year-old students at Harrow School. In 2024 the summer camp is being offered exclusively to closed groups of students, the great majority from China. The courses offered, known as *Go Create!* or *Future Leaders*, include English lessons which are integrated with a programme of activities and excursions.

## Management profile

The school is owned and run by the chief executive officer (CEO). He line manages the deputy CEO and the DoS. The residential centre manager, the activity manager, the operations manager, and the student welfare officer, report to the deputy CEO. The ADoS and teachers report to the DoS.

## Accommodation profile

For the summer programme, KKCL uses two of the Harrow boarding houses (Newlands and Bradby). Girls and boys are accommodated in both houses but on separate floors. All rooms are twin or single with shared showers and toilets. Both houses have a meeting room, used for morning, afternoon and evening registration. Newlands also has a student common room with table tennis, pool table and table football facilities. Both buildings have a small outdoor courtyard space. Entry doors to the building are locked on a keypad to which only staff have the combinations. The external areas are patrolled by Harrow School security staff at night. Hotel accommodation is available subject to request. An Italian group was accommodated in the selected hotel earlier in the summer. Homestay accommodation is not offered.

## 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 students and in accordance with the organisation's stated goals, values and publicity. *Strategic and quality management, Staff management and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very safe, comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the needs and interests of the students. Guidance on the use of these resources is provided for staff and students. *Premises and facilities and Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. 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 well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management and Course design* are areas of strengths.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Arrangements to ensure the safety, welfare and information needs of students are very effective. Accommodation is suitable, although some of the bathroom facilities are in need of refurbishment. Students on the summer programme benefit from a very varied range of well-organised activities and excursions. *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. Measures to safeguard students under the age of 18 are very good. Training in safeguarding is extensive and wide ranging. Supervision arrangements for inside and outside scheduled activities is excellent. Monitoring and record keeping is of a high standard. *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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M3 There is a clear structure for the summer school operation, made known to all staff, students and group leaders. Continuity of provision is assured and staffing is generous so that cover for key posts is available at all times.  
M4 There are excellent channels of communication, using a range of means, both face-to-face and electronic, to ensure that information is shared in an appropriate and timely manner within the organisation, with partner agents and with the host school staff.

M5 Procedures for the collection of feedback from students, group leaders and partner agents are very effective. In addition to first day and end-of-course questionnaires students fill in a short feedback form after every day of lessons. There is evidence that short and long-term development is clearly informed by feedback from all stakeholders.

M6 Staff reported that their views on the provision were sought and valued. They are formally asked about their experience at the end of the summer courses.

M7 The systems, processes and practices are systematically evaluated in the light of feedback and changing circumstances and opportunities.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### **Comments**

M10 Recruitment policies are very good and procedures are carefully and systematically followed. Systems for obtaining references are particularly rigorous. There is evidence of strategic recruitment to create and develop an appropriate team for the young learner courses.

M11 Induction procedures are tailored to need, depending on the role and whether staff members are new to the school. All members of staff undergo preparation and regulatory training online prior to the start of the courses, in addition to a face-to-face induction at the school before the arrival of the students.

M13 CPD is well established and funded. Appraisals and observations effectively identify developmental needs. Statutory training is well documented. Support is available for staff members wanting to add to or upgrade their qualifications.

<b>Student administration</b>	<b>Area of strength</b>
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.	Strength
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.	Met
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 Group leaders spoke very highly of the level of customer service provided by the management team. Feedback is consistently good from students and their representatives.

M15 The school works closely with its partner agents to design individual bespoke courses for each group. Information and advice about course content is well communicated.

M18 There is a very clear and effective policy on student attendance and punctuality. Students are not allowed off-site unless accompanied by a member of staff or a group leader. Roll calls and registers are taken at several points during the day.

<b>Publicity</b>	
	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.	Met
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.	N/a
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.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

Publicity consists of a website, a brochure and a range of social media. Students under the age of 18 come in closed groups, the programmes for which are bespoke. Therefore, certain requirements are not applicable. M24 At the start of the inspection it was not made clear that the courses for under 18s are only available on a closed group basis. This was changed during the inspection and it is now clear that this criterion is not applicable.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Met
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.	Strength
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 The arrangements by KKCL and the host school to ensure the safety and security of the students on the premises are of a very high standard. Two practice fire evacuations take place on the first day of each course: from classrooms and from the residences.  
P3 The classrooms are all in the building used exclusively by KKCL. They are all spacious, quiet and well equipped, with furniture that can be easily moved to enable flexible layout and movement around the space.  
P4 Students take their meals in an attractive and spacious dining room. There are student social areas in and around the boarding houses, and a large terrace where students can socialise during lesson breaks.

<b>Learning resources</b>	<b>Area of strength</b>
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.	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.	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

P7 There are sets of custom-made materials for classroom use which relate closely to the course objectives and to the needs and interests of the students. The booklets and handouts given to students are well designed and attractively presented.

P8 Resources for teachers are of a high standard. There are clearly set out course outlines with accompanying student materials and resources. Teachers can adapt the plans to suit their students and there is consistency of provision.

P11 There is evidence of continuing review and development of the summer school resources to meet the needs of the negotiated programmes. Whilst the courses are running adjustments can be made, informed by day-to-day feedback from students and teachers.

## Teaching and learning

### Academic staff profile

Met

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 academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

### 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.

Strength

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

N/a

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.

Met

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Strength

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.

Strength

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.

Met

### Comments

T5 Staffing provision is generous and the programme is designed so that two teachers are available to cover at any one time, in addition to the DoS and ADoS who are not scheduled to teach.

T8 Teachers receive excellent support. The DoS and ADoS are very accessible on a day-to-day basis; teachers in the focus group were very positive about the guidance and daily assistance they provide.

T9 Teachers are very closely monitored by the DoS and ADoS. Formal observations by the TEFLQ managers are carried out and an organised programme of peer observations is in place. When teachers are not scheduled to teach, they are timetabled to observe others. At the end of each teaching day students fill in a short questionnaire on the lessons which the academic managers can use to inform personalised support for teachers.

### 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.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

#### Comments

T11 The course design integrates language with content which is of interest to the students. Students carry out a number of projects which have worthwhile end products: for example, surveys, presentations, debates, short dramatic performances, and the production of videos and websites.

T12 The course design encourages students to develop their language skills outside the classroom as much of the course content relates to real-life contexts.

T13 The course design is regularly reviewed in response to feedback and in relation to the individually negotiated programmes.

T14 Students are given an attractively presented overview of their course. Learning objectives are clearly outlined at the start of each project and outcomes reviewed at the end.

<b>Learner management</b>	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.	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.	Met

#### Comments

T16 This criterion is met overall. The progress of students is monitored and recorded. Students receive individual reports with comments about the content of the course and their performance. However, the grades given on the reports have no accompanying descriptors and are not linked to an external reference.

#### Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	Classes on the first day of the programme, at all levels.

#### Comments

Two of the teachers were not deployed in the classroom on the day of the inspection.

<b>Teaching: classroom observation</b>	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.	Strength
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.	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

T19 Teachers produced good models of spoken and written English. Language was graded as appropriate to the level of the students. Explanations were generally clear and concise, with relevant examples of language. In better segments, there was a good focus on pronunciation and intonation.

T20 The content of the lessons took into account the overall objectives of the course and the needs and interests of the students. There was a good focus on functional language and cultural content.

T21 Generally, the intended learning outcomes were made known to students in an appropriate way. Objectives were achieved through a sequence of activities and lessons included a stage to review outcomes.

T22 There was evidence of a satisfactory range of techniques to present and practise models of language and to develop skills through meaningful and authentic tasks. Teachers generally elicited, nominated and illustrated the meaning of target language well and in better segments there was appropriate controlled practice, with a focus on pronunciation. In most segments, a good balance between student and teacher talking time was achieved.

T23 Most teachers used the available technological resources competently. Whiteboards were generally well laid out; however, some boards were not well organised and the writing was difficult to read. Good use was made of worksheets and handouts to prompt language production and teachers took advantage of the classroom and outdoor space to enable mingle activities.

T24 Teachers monitored students' performance during activities and provided encouragement. Instances of good work and success were acknowledged and in better segments there were some good examples of in-the-flow and delayed feedback on students' spoken language.

T25 Lessons included activities and tasks for teachers and students to evaluate whether learning was taking place. The project outcomes provided opportunities for students to demonstrate their ability to use recently learned language.

T26 Overall, teachers promoted a positive and purposeful learning atmosphere and were able to engage students' interest. On this first day of lessons, most teachers were able to establish a good rapport with the students.

## 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.	Strength

## Comments

W1 The emergency action plan is appropriately detailed, and all staff are familiar with the procedures. Group leaders complete a thorough briefing checklist to ensure they are aware of the systems.

W2 Student care is of a very high standard. All staff and group leaders are aware of their responsibilities and students know who to contact for support. The interactive student induction, student handbooks and notices are well presented so students of all levels can access the information.

W3 Policies are comprehensive and well framed; documentation includes, for example, student-friendly posters on bullying.

W5 Arrival travel information is very clearly communicated. Group leaders and students commented positively on the smoothness of arrangements, particularly of airport transfers.

W6 Health care provision is excellent. It includes informative documentation for group leaders and students and access to the Harrow school medical centre where a nurse is on duty every day. A number of KKCL staff are also first aid trained.

<b>Accommodation</b> (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.	Met
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

W7 Overall this criterion is met. The rooming arrangements are carefully considered in order to make the most of the basic bathroom facilities available in the two houses. The cleaning arrangements are regular but some of the facilities are in need of refurbishment.

#### Accommodation: homestay only

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.

#### Accommodation: other

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.	Met

#### Comments

None.

#### Leisure opportunities

	Area of strength
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.	Strength
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.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

#### Comments

W19 A very wide-ranging programme of social, cultural and sports activities is available. Precise programme content is agreed with the agent prior to the course starting.

W20 The activity days and evening leisure programme are well planned with suitable activities for younger and older students. Activities are tailored to students' interests and include whole group activities such as treasure hunts and a talent show as well as sports sessions and smaller group sessions such as food tasting and drawing.

W21 Excursions are very well prepared, and staff are fully briefed. Staff are deployed appropriately, making full use of local knowledge and expertise.

W23 All staff are well trained and specialist staff deliver activities such as tennis and rock climbing.

### Safeguarding under 18s

Safeguarding under 18s	Area of strength
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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.	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

All students on the summer courses are aged under 18.

S1 A comprehensive plan is in place supported by relevant practical documents, for example, incident reporting and referral forms.

S2 Training for all staff, including group leaders, is very thorough. Support documentation is well presented and there is a safeguarding quiz to ensure all staff understand their responsibilities.

S5 Arrangements for supervision are very good with, for example, high ratios of staff to children. Group leaders are additional to the school's staff. The electronic system for reporting lateness or absence has a live timer to alert staff and ensure prompt action and follow up.

S6 Rules are clear and shared with all students, staff and group leaders at multiple opportunities such as induction, noticeboards and the student handbook.

### 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	2004
Last full inspection	2019
Subsequent checks/visits (if applicable)	2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Nursery school held on same premises as adult school.
Other related accredited schools/centres/affiliates	KKCL adult school (not running during summer 2024).

Other related non-accredited schools/centres/affiliates

Teacher training organisation – GTEFL.com; online EFL teaching – OpenEFL (run in conjunction with GTEFL.com).

**Private sector**

Date of foundation	2002
Ownership	Name of company: Roxinford Education Group Ltd Company number: 6260864 KKCL is a registered trading name of Roxinford Education Group Ltd
Other accreditation/inspection	N/a

**Premises profile**

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Head Office/Main school

<b>Student profile</b>	At inspection	Estimate at peak: July/August
<b>ELT/ESOL students (eligible courses)</b>	At inspection	
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	3	3
Full-time ELT (15+ hours per week) aged under 16	98	198
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>101</b>	<b>201</b>
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
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	12 nights	12 nights
Junior programmes: predominant nationalities	Chinese	Chinese

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	10	10
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	10	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	Numerous host school staff	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
<b>Total</b>	<b>2</b>

**Comments**

None.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	8
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	1
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	10

**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	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	101
Hotel/guesthouse	0	0
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	101
Overall total adults + under 18s	101	

**Items requiring early action**

None.