

Organisation name	London School of English, Canterbury
Inspection date	14–15 May 2019

<b>Section standards</b>	
<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 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.	N/a

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited London School of English, Canterbury in May 2019. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general and professional English for adults (30+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

London School of English, Canterbury (LSEC) is a wholly-owned subsidiary of the London School of English and Foreign Languages Limited. It runs the accredited London School of English and the London School of International Communication which is not eligible for accreditation.

Since 2015 there has been greater integration between London and Canterbury, with shared management functions, marketing services, and a joint website and brochure. A new centre manager was appointed in April 2017 following the retirement of the previous principal. In May 2018 a director of studies was appointed. She had previously been one of two courses managers at the school. The school has an experienced team of administrative and academic staff.

The inspection took place over one and a half days and was carried out by two inspectors. Meetings were held with the centre manager, the director of studies (DoS), the registrar, the part-time accommodation co-ordinator, the administration co-ordinator, and the group facilities manager who is based in London. Focus group meetings were held with teachers and students. Twelve teachers were scheduled to teach during the inspection; all were observed. One inspector visited three homestays.

## Address of main site/head office

73–75 Castle Street, Canterbury, Kent CT1 2QD

## Description of sites visited

The school is located in a double-fronted Georgian house in the historic centre of Canterbury. On the ground floor there is a reception area, an office, a classroom, and a student lounge leading to a garden area with seating. On the first floor there are six classrooms, one of which has computers for students' use. On the second floor there are three classrooms. The basement has an office, a teachers' preparation room, a staff relaxation area and a staff kitchen. There are toilets on the first floor and in the basement.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers business and professional English group courses of 15 or 30 hours per week in groups of up to four participants. Students on the 15-hour programme can take an additional 10 or 15 hours per week of individual tuition. A general English course of 15 or 22 hours per week in groups of up to six participants is also available. Students on the 15-hour programme can take an additional 15 hours per week of individual tuition. Individual tuition courses of 15, 20 or 30 lessons per week are also offered. Most students enrol for one or two weeks; a few enrol for longer periods. The school also arranges closed group courses for corporate clients and public institutions. The minimum age for all courses is 30 years.

## Management profile

The school is run by the centre manager, supported locally by the DoS, the registrar, the administration co-ordinator and the part-time accommodation co-ordinator. The head office in London provides strategic management, financial services, IT support, facilities management, and sales and marketing services.

## Accommodation profile

Homestay accommodation is offered in two categories: platinum, which includes a private bathroom and a daily taxi service, and silver, which does not. At the time of the inspection only platinum was in operation, with recruitment for

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the new silver category just starting. The school also arranges accommodation in two local hotels year round and a university residence in summer only.

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## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The school is well run by the centre manager and his local administrative team, with strong support from the London head office. The school has very effective systems in place for strategic development, quality assurance and staff management. Student administration is highly personalised and efficiently carried out. The publicity gives a clear and accurate impression of the school's facilities and services. *Strategic and quality management, Staff management, Student administration* and *Publicity* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a very comfortable and professional environment for both students and staff. Learning resources are appropriate to the needs of the students and are well organised. In-house materials used on the courses and on the online platform are of a high standard. *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. Well-qualified and experienced staff are effectively led and supported by the academic manager. Rigorous academic management procedures are in place. Courses are carefully designed to meet the needs of business and professional clients. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' needs for security, pastoral care, and information are well met with high levels of personal service. Out-of-class activities are well managed and resourced, appropriate in both quality and quantity to meet the needs of the students. Homestay accommodation is of a particularly high standard. *Care of students, Accommodation* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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## 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.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

M1 A clear statement of the organisation's goals and values is communicated effectively through publicity, at induction and is displayed prominently in the reception area.

M2 The school has a sophisticated strategic management system which sets out agreed long-term objectives and short-term goals. Implementation procedures are clearly defined and systems are in place to monitor progress in achieving objectives.

M3 In addition to a company-wide organogram, an accountability chart sets out in detail areas of responsibility for each member of staff. The small LSEC team work closely together and can cover for each other as necessary. Help is available from the London head office as required.

M4 Communication systems are effective and rigorously implemented. There are regular minuted staff meetings with senior management, local administrators and teachers. There is constant informal communication between members of the LSEC staff. The group chief executive visits the school monthly and is in regular contact with the centre manager.

M5 Systems for obtaining student feedback are well established. Students complete paper and online feedback questionnaires during and on completion of their course. The centre manager speaks regularly to students to identify any problems. Action points are noted and circulated. Students are also encouraged to give feedback through a commercial online consumer review website which publishes comments and satisfaction statistics.

M7 The school's strategic management system includes regular reviews and a continuous improvement log monitoring the success of specific initiatives. Points raised at the most recent inspections have been addressed. The self-evaluation is adequate, but does not include evidence of compliance for all criteria.

<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.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
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.	Strength
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
<b>Comments</b>	

M8 Comprehensive human resources policies and procedures are in place. These have recently been updated with advice from an external consultant. A very detailed group-wide employee handbook is available.

M9 Contracts have recently been reviewed and now state clearly any additional duties staff are required to carry out.

M11 Thorough induction procedures are in place, including a mentoring system and limited teaching hours for new teachers. Teachers in the focus group confirmed that the induction worked well.

M12 The monitoring and appraisal of staff is well managed. Administrative staff have quarterly meetings to review performance and set targets. Teachers have annual performance reviews. Action points relating to continuous professional development (CPD), professional competence, and support required are agreed and noted. The wellbeing of staff is specifically discussed at appraisals.

M13 The school provides a wide range of training opportunities for its staff. Monthly CPD sessions for teachers focus on classroom-related practice, wider professional issues and wellbeing. Administrative staff have had first aid and fire awareness training. Staff maintain a personal CPD log. There is also support for teachers to 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 satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	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.	Strength

#### Comments

M14 All staff are genuinely committed to providing a high level of personalised customer service to the students. Administrative staff socialise with students during breaks and ensure that all requests for information and support are promptly dealt with.

M15 The school provides full information on course options through agents, corporate training managers or directly for personal enquirers. Students' learning needs are thoroughly assessed in advance of the course, in many cases during an online interview. Flexible combinations of group and individual tuition are offered.

M19 The school expects students to attend all lessons and this is consistently achieved.

M21 The complaints procedure is clearly stated on the website and is made known to students on arrival. The school takes seriously all comments from students and reacts promptly to address them.

Publicity	Area of strength
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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The website is the main medium of publicity. A printed brochure is also available. Both include information about the London and Canterbury schools.

M22 The publicity is well presented and includes detailed information about course content and course options. It gives a fair and accurate picture of the school, its size and facilities, its location, and the age range and professional background of its students.

M23 Information is written in clear and accessible English. Translations into seven languages are also available on the website.

M24 A wide range of courses is offered by the London School group; the publicity makes clear which are available in Canterbury.

M27 Accommodation options in homestay and at a recommended hotel are fully explained in the publicity. Detailed information about one of the hosts gives a useful introduction to the service students can expect.

### Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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

Report expires 31 March 2024

P1 The ground and upper floors of the school have recently been refurbished and redecorated to a high standard, with many imaginative design features. The basement is currently of a reasonable standard and will be refurbished later this year. All areas of the school building and the garden are kept immaculately clean.

P2 Classrooms for both group and individual courses are spacious and are furnished with large tables and comfortable chairs. The ambience is both welcoming and professional. Information on the glassboards in some classrooms is not always easy to read.

P3 The student lounge and the secluded patio garden provide very pleasant and well-furnished relaxation areas; newspapers are provided. Students can easily socialise with members of staff in the adjoining reception.

P4 The provision of food and drinks is of an excellent standard. Hot drinks, biscuits and drinking water are available free of charge at breaks. Three restaurant lunches per week are included in the course fees; students are accompanied by members of staff. There are many food outlets near the school.

P6 Staff benefit from a preparation room with resources, workstations and new printers, a relaxation area with comfortable chairs, and a well-equipped staff kitchen. Adequate storage facilities are also available.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

#### Comments

P7 There is a wide range of learning resources for both business English and general English courses, mostly produced in-house and stored online. These are well designed and professionally presented. Published materials relating to business and language skills, grammar and business vocabulary are also available. Files of materials for specialised closed group courses are provided.

P8 Resources are very well organised and easily accessed by teachers. Reference sheets identify which materials are to be used in morning or afternoon sessions. Teachers are regularly allocated time to produce new materials in response to students' needs; a list of recently added materials is displayed in the teachers' room.

P9 Classroom technology is of a good standard. Rooms have computers and wide-screen monitors, as well as whiteboards and flipcharts. IT support is provided by head office staff who are able to access the technology remotely to deal with any problems or visit the school if necessary.

P10 Computers are available for student use in a room on the first floor. Students also receive free access to London School Online, an impressive bank of self-access materials, activities and tests. They can use this resource during the course and for three months afterwards, with an option to subscribe for additional periods.

P12 Teaching resources, including the online materials, are regularly reviewed and updated to ensure that they meet the students' learning needs. Teachers contribute to the review process and to the production of new materials.

#### Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

#### Comments

T1 Two teachers did not have a Level 6 qualification. Rationales were provided for these teachers and were accepted as both had undergone substantial post-school training.

T2 Of the twelve teachers at the school during the inspection eight were TEFLQ and four were TEFLI. There was evidence that this profile is maintained throughout the year.

T3 Teachers have substantial experience of business English teaching and some have specific expertise in professional areas, such as law and insurance.

T4 The DoS is TEFLQ and has appropriate experience. The centre manager, who has overall responsibility for the academic programme and who deputises for the DoS when necessary, is also TEFLQ.

<b>Academic management</b>	<b>Area of strength</b>
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### **Comments**

T5 The DoS maintains a spreadsheet listing areas of professional expertise for all teachers and endeavours to match teachers and students accordingly, particularly on individual tuition programmes. There were good examples of appropriate deployment during the inspection.

T9 Teachers are very well supported by the DoS. She provides academic guidance and practical help to enable teachers to meet their students' needs and to deliver courses effectively. Newly recruited teachers are closely supervised. The high level of support provided was particularly commented on by the teachers.

T10 Observation and monitoring of teachers is very well managed. Teachers are observed annually, with further drop-in observations as required. Peer observations are organised outside the summer period. Teachers can ask the observer to focus on specific areas of the lesson. Feedback from observations was sampled and found to be constructive and supportive.

<b>Course design and implementation</b>	<b>Area of strength</b>
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Met

#### **Comments**

T11 Very thorough procedures are in place to ensure that courses are effectively designed to meet students' needs. Learning objectives are identified in advance and confirmed on arrival. Course framework templates are used to plan the detailed course programme. Clear guidance is given to teachers of group courses on the differing focus of morning and afternoon sessions.

T12 Courses are reviewed annually in the light of both teacher and student feedback. Teachers regularly review the content and focus of each course through negotiation with their students.

T13 Intended learning outcomes are very effectively communicated through an agreed weekly course programme and are regularly reviewed during the week to ensure that students' emerging needs are being met.

T15 Students receive a good range of advice on developing their independent learning skills, including the use of London School Online during and after the course. An independent learner skills booklet is available for student reference.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

#### **Comments**

T17 Students assess their own level and this is checked through a new, adaptive placement test and interviews, both in advance and on arrival. The school is able to offer flexible group courses with a mix of business and general English in response to student requests. Additional individual tuition may also be arranged if required.

T18 Progress is closely monitored by teachers at the end of activities and the end of each session. Course content may be adjusted as a result. Tutorials are held every two weeks to discuss student progress. Exit tests are provided on request.

T21 Academic reports give very detailed feedback on the specific language and business skills covered during the course, with recommendations for further training and independent learning. These are sent to sponsors or training managers on request.

#### **Classroom observation record**

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	Business and professional courses, general English courses, individual tuition

#### **Comments**

None.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### **Comment**

T23 Teachers had good linguistic awareness. There was clear explanation of new vocabulary, and excellent modelling of pronunciation and stress patterns in nearly all cases. Parts of speech and word stress were routinely marked on the board.

T24 The course content was closely linked to students' needs, particularly in individual lessons. There was a strong focus on performing business tasks in relevant contexts. Class profiles indicated that teachers knew their students well.

T25 Detailed weekly and daily plans made known to students showed careful staging of lessons to help them achieve the agreed learning objectives.

T26 Teachers had excellent elicitation and nomination techniques. Students were challenged to perform real-life tasks, for example presentations and negotiations. There was good use of pair and group work in the group classes. Activities and tasks in the individual classes were well chosen and relevant to students' needs.

T27 Teachers used whiteboards and flipcharts well and were able to use the classroom technology with confidence. Students were encouraged to use the whiteboard to add information.

T28 Teachers monitored language constantly and gave feedback consistently, often followed up with further questions. Delayed correction was used effectively following longer student-led tasks. Issues relating to correction techniques were explicitly discussed with students. Students were also invited to evaluate each other's performance.

T29 There was evidence of evaluation of learning at the end of activities, through homework correction and revision exercises.

T30 There was a relaxed but purposeful learning atmosphere in all classes. Students were genuinely motivated and involved. Despite the intensive nature of the courses, students were not unduly pressured and were able to complete tasks with confidence. Teachers were well able to simplify their language and also gave plenty of praise.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the large majority of lesson segments being excellent or good. Knowledge of the linguistic systems of English was of a high standard, and all teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the students' business and professional backgrounds and led to successful learning outcomes. Teachers used varied and appropriate teaching techniques. Students received constructive feedback and there were many opportunities to evaluate learning. Teachers' detailed understanding of their students' learning objectives led to a positive learning environment in all segments observed.

### 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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

### Comments

W1 Safety and security arrangements are thorough and comprehensive but not obtrusive. Responsibility for this area is specified in the job description of the centre manager, in liaison with the group facilities manager, based in London but a regular visitor. Four staff members are trained as fire marshals.

W2 The school's crisis management pack provides comprehensive procedures for handling an emergency in the school and the locality. These cover establishing the whereabouts and safety of staff and students, as well as communicating with the relevant authorities, relatives and any other interested parties as appropriate.

W3 Staff and students know each other well and all staff are aware of students' potential needs and who to refer issues to. High levels of personalised service are provided at all times and students are very well looked after.

W6 The school organises transfers through a taxi company, so that any waiting time is minimised and both arrival and departure arrangements are tailored to suit the individual.

W7 Comprehensive and up-to-date information is provided on all areas of life in Canterbury and the UK. This is attractively presented both in print and electronically, and made available prior to as well as on arrival.

W8 Staff help to arrange visits to healthcare professionals as necessary and are able to accompany students if required. Three members of staff are trained in first aid.

<b>Accommodation</b> (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

### **Comments**

W9 Three homestays were visited, one able to host up to three students in ensuite bedrooms, and each of the others offering one ensuite room. All provided accommodation of a very high standard, and wholly appropriate for professional clients. All offered spacious and comfortable bedrooms with private bathrooms, in addition to attractive and well-appointed shared living areas. Hosts were extremely welcoming and well informed about their students.

W11 The accommodation co-ordinator recruits hosts and manages the homestay provision very efficiently, and has experience of hosting students herself. As well as regular visits, additional checks are carried out in response to any issues arising. Many hosts work exclusively with the school.

W13 Accommodation is part of the initial feedback exercise and is handled either on a one-to-one basis or in small groups. The accommodation co-ordinator follows up issues assiduously and promptly.

W15 Hosts discuss meal provision with students and are responsive to requests and preferences.

### *Accommodation: homestay only*

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

### **Comments**

All criteria in this area are fully met.

### *Accommodation: other*

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

### **Comments**

All criteria in this area are fully met.

### **Leisure opportunities**

	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
<b>Comments</b>	
<p>W24 The social programme is entirely appropriate to the needs and interests of the students, and very well received. Students have three lunches each week with their trainer, and two activities are also organised each week, of which one is normally dinner in a local restaurant. Care is taken to ensure that, as far as possible, a student is not offered the same activity more than once.</p> <p>W25 Teachers accompany all social activities, and are appropriately briefed. The school is responsive to requests from students. If an individual has particular requirements, the school will help with booking tickets and making bespoke arrangements.</p> <p>W27 Accompanying staff are carefully selected for their relevant specialist expertise and knowledge, and external professional staff are used where appropriate.</p>	

### 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	1993
Last full inspection	June 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	November 2018
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	London School of International Communication combination courses
Other related accredited schools/centres/affiliates	London School of English, London
Other related non-accredited schools/centres/affiliates	London School of English, Stockholm

### Private sector

Date of foundation	1991
Ownership	Name of company: London School of English and Foreign Languages Limited owns London School of English (Canterbury) Limited Company number: 00522995 owns 02564901
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

<b>Student profile</b>	At inspection	In peak week: August (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	16	25
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>16</b>	<b>25</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	30	30
Adult programmes: typical age range	30–65	30–65
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Swiss, German, French, Italian, Japanese	Swiss, German, French, Italian, Japanese

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	15
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

The DoS is the academic manager and is supervised by the centre manager. Neither was scheduled to teach during the week of the inspection.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	12
Comments	

None.

**Accommodation profile.**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	11	0
Private home	0	0
Home tuition	0	0
Residential	0	0
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	5	0
<b>Overall totals adults/under 18s</b>		
Overall total adults + under 18s	16	0
		16