

Organisation name	Castle School of English, Brighton
Inspection date	11–12 April 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in accommodation and care of under 18s have been addressed.

Summary statement

The British Council inspected and accredited Castle School of English in April 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

The inspection report noted a need for improvement in the area of accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	2013
Subsequent spot check (if applicable)	2016
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2014
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2003
Ownership	Name of company: Castle School Limited Company number: 6405679
Other accreditation/inspection	N/a

Premises profile

Address of main site	12 Dyke Road, Brighton BN1 3FE
Details of any additional sites in use at the time of the inspection	41 Dyke Road, Brighton BN1 3JA Clarendon Centre, 47 New England St, Brighton BN1 4GQ
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school's offices and main teaching building are both in Dyke Road in the centre of Brighton. The four-storey 12 Dyke Road premises contain a reception and office area on the ground floor, in the basement a classroom and storage rooms, on the first floor two classrooms and on the second floor a classroom and an office.</p> <p>The nearby 41 Dyke Road building has four floors with a staffroom and a classroom in the basement. The ground floor has student areas and toilets. There are two classrooms on both the first and second floors.</p> <p>The Clarendon Centre is a conference centre used by Castle to accommodate closed groups of young learners. The school uses the reception and lounge area as relaxation areas and where students can eat packed lunches. There is a small coffee shop inside the centre building. The school uses five large classrooms on the ground or first floor.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	48	132
Full-time ELT (15+ hours per week) aged 16–17 years	17	50
Full-time ELT (15+ hours per week) aged under 16	53	0
Part-time ELT aged 18 years and over	40	38
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0

Overall total ELT/ESOL students shown above	158	220
Advertised minimum age	14	14
Actual minimum age	15	14
Advertised maximum age	N/a	N/a
Actual maximum age	N/a	N/a
Typical age range	25–35	16–28
Typical length of stay	8 weeks	4 weeks
Predominant nationalities	Italian, Spanish, Turkish	Italian, Spanish, Turkish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	17	58

Staff profile	At inspection	In peak week month (organisation's estimate)
Total number of teachers on eligible ELT courses	12	20
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	4	
Number of academic managers for eligible ELT courses	3	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
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 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	3
Comments	

The principal/director of studies did not teach in the week of the inspection. The senior teacher based in the Dyke Road building taught 12 hours and the senior teacher based in the Clarendon Centre taught 15 hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
Total	12

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English and examination preparation courses for adults (16+) throughout the year. Castle also offers business English and one-to-one lessons. Lessons take place in the morning, afternoon and evening. Closed group courses run regularly for 14 to 17 year-olds.

Accommodation profile**Number of students in each at the time of inspection (all students on eligible courses)**

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	13	70
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	75	0
Overall totals adults/under 18s	88	70
Overall total adults + under 18s	158	

Introduction

Castle School of English was founded in 2003 and first gained accreditation in 2009. The school offers general English and examination preparation classes for adults (16+) during the day and the evening and courses for closed groups of young adults (14 to 17 year-olds). Since the last inspection closed group courses have become an increasingly important part of the school's provision.

The school is based in the centre of Brighton. Since the last inspection, the school has carried out renovations in both of the buildings located in Dyke Road.

At the time of the inspection, the principal was also acting as the school's director of studies (DoS). A new DoS was appointed shortly after the inspection.

The inspection lasted two full days and an evening. The two inspectors interviewed one of the directors, the principal/DoS, the operations manager, the office manager and one of the senior teachers. Focus groups were held with adults and young learners, teachers on both sites and group leaders. The inspectors observed all but one of the teachers timetabled to teach, including those only teaching in the evening. One of the inspectors visited three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is simple. The principal combines general and academic management roles assisted by two senior teachers, one of whom is based in the Clarendon centre when young learner courses are running there. One of the owners manages the administrative team of the operations manager, the office manager and the admissions officer. The role of operations manager was partly created to meet welfare and safeguarding requirements.

M4 Communication operates effectively through both informal and formal channels. Regular, minuted senior management and teachers' meetings are held.

M6 Copies of qualifications are on file, but there is only one reference for each employee.

M7 Inductions take place which include the use of checklists.

M8 Appraisals take place annually for administrative and academic staff.

M9 Staff development opportunities are available to both academic and administrative staff. One of the senior teachers is currently being supported financially to upgrade their teaching qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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Comments

M10 There are clearly sufficient administrative staff to manage their workloads. Student focus group comments and written feedback indicate that staff are courteous and helpful towards students.

M13 Local and emergency contact details are entered into the school's database, but this information is not easily accessible outside office hours.

M15 The conditions under which students may be asked to leave their courses are in the terms and conditions. However, the language used is not sufficiently simplified to help students understand it.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Systems and processes are reviewed on the basis of staff and student feedback.

M18 Students complete initial and end-of-course feedback, which is analysed and acted on whenever possible.

M19 Staff provide feedback through meetings and appraisals. In addition, staff had been asked to make suggestions regarding the school's facilities and resources. Action taken is recorded.

M20 The school's complaints procedure is made known to students. However, the document is too long and is not written in simplified English.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school uses a website, social media sites and a simple flyer for walk-in students.

M21 The language in publicity is largely accurate and written in accessible English.

M22 The website home page includes the non-verifiable claims that the school is the best and that students are always amazed by the 'low prices and high quality'. These claims were amended or deleted when pointed out to the school.

M24 Publicity includes all of the necessary information. However, some of the information is not easy to find. For example, the minimum enrolment age is not in the *Course overview* or *Courses* section of the website, but in the Frequently Asked Questions (FAQs) section.

M26 Publicity largely gives an accurate description of the accommodation. However, the publicity indicates that all homestay bedrooms contain a table, which is not always the case.

M27 The publicity does not make clear that the full social programme runs only in the summer. The social programme comments were partly amended during the inspection for the FAQs section of the website, but not in the *Social Activities and Excursions* section.

Management summary

The provision meets the section standard. The management of the school operates to the benefit of its students and staff. Student administration is suitable. Publicity is largely accurate.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are adequately sized for the number of students and staff who use them.

R2 All three buildings are in a reasonable state of repair and decoration.

R3 Some of the classrooms in the main school building at 41 Dyke Road are somewhat cramped, and some at the front of the building have extraneous traffic noise when windows are opened. The Clarendon Centre classrooms are large and enable teachers to change the layout easily.

R4 There are relaxation areas for students in the student area on the ground floor of in the main teaching building and in the Clarendon Centre. There are many food outlets close to the school's main building and there is a café in the Clarendon Centre.

R6 There is a staffroom in the basement of the main teaching building. Teachers at the Clarendon Centre can use a section of the staffroom of the Clarendon Centre personnel.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Learning materials are appropriate for adult courses and include coursebooks and additional resources.

Although the school has files of materials for group courses, these contain very few resources specifically intended for teaching younger teenagers.

R8 Teachers have access to a good range of supplementary materials for adult classes.

R10 The school no longer has any self-access resources, but makes students aware of the whereabouts of a local public library.

Resources and environment summary

The provision meets the section standard. The premises and learning resources support and enhance the studies of students and offer an appropriate professional environment for staff. There are inadequate resources available for teaching young learners.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 One of the teachers does not have an ELT qualification that meets Scheme requirements.

T3 A rationale was received for the teacher referred to in T2 above. The rationale provided is accepted within the context of this inspection. The teacher has relevant TEFL experience and followed an initial TEFL training programme with reasonable academic inputs and teaching practice, even though it did not fully meet Scheme requirements. There is good support from the other academic managers.

T4 The DoS at the time of the inspection was appropriately qualified and experienced. He was assisted by a TEFLQ and experienced senior teacher who supervised the academic management of the closed group courses. Another senior teacher with a TEFLI qualification carried out a number of academic administrative duties. Shortly after the inspection the TEFLQ senior teacher was promoted to the post of DoS.

T5 A rationale was provided for the senior teacher who does not have a diploma-level qualification. The rationale is accepted within the context of this inspection. Her work is closely monitored and does not include formally observing the school's teachers. She is currently studying for a diploma-level qualification.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The school has sensible policies in place for allocating teachers to courses according to their experience and expertise.

T9 The school accepts students on any week of the year, and there are useful notes for teachers on how to manage the school's continuous enrolment policy in the teacher handbook.

T10 Teachers attend regular in-service training sessions and stated that they felt supported by academic managers.

T11 All but one of the most recently appointed teachers had been observed at the time of the inspection. However, many of the written observation notes paid insufficient attention to areas for development and to action planning.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 The school's general approach to teaching is given in some detail in the teacher handbook. Adult courses are essentially coursebook driven and teachers are advised to use appropriate supplementary materials. The young learner courses have no clear structure and there are insufficient guidelines available to teachers.

T14 Outlines of courses are in the school's publicity and on display boards. Weekly plans provide students with lesson aims and intended outcomes.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students complete written placement tests and are interviewed at the beginning of their courses.

T18 Student progress is monitored through regular tests, monthly tutorials and teachers completing tracking documents. Students enrolled on examination courses take regular mock tests.

T19 Detailed examination guidance is provided through the website and interviews with academic managers.

T22 The school offers students a university placement service. Castle staff can provide advice, help completing forms, a job pack and the chance to attend workshops on CVs and interview skills.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English and exam preparation classes in the morning, afternoon and evening.

Comments

One of the teachers was absent from lessons at the Clarendon centre on the day that the inspectors visited it.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally demonstrated sound knowledge of the English language and modelled it appropriately. Some teachers used the phonemic script effectively and drilled individual words.

T24 The content of lessons was relevant to course content on adult classes, particularly in the case of examination classes. Some of the content and materials used on the junior course were inappropriate.

T25 Lesson aims were sometimes expressed as learning outcomes, but in a significant number of lessons they were not. Lessons were generally well staged and included controlled and freer practice phases.

T26 Teachers used a good range of techniques. Student comprehension of instructions was checked and students worked effectively in pairs and groups.

T27 Boardwork was generally effective in adult classes. Teachers on the junior course were hampered by having to use flipcharts in many classrooms.

T28 Students received appropriate and timely feedback on their performance in lessons. Good use was made of teacher and peer correction.

T29 There were review stages in some classes, but in others lessons did not include activities to check whether learning had taken place.

T30 There was a good learning atmosphere in all of the classes observed. Teachers appropriately graded their language to the level of their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to just satisfactory and most of the teaching was satisfactory. Lessons were generally well planned and the content was relevant on adult courses. Lesson aims varied: some were expressed as learning outcomes, while others were not. Teachers used a range of appropriate techniques. Students received useful feedback from teachers and peers. There was a positive learning atmosphere in the classes observed. The content of some of the junior course lessons was inappropriate.

Teaching and learning summary

The provision meets the section standard. Teachers are generally appropriately qualified and receive adequate support to ensure their teaching meets the needs of students. Programmes are generally managed to the benefit of students. The design of young learner courses is inadequate. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Measures to ensure the safety and security of students are generally appropriate in each of the three sites. At 12 Dyke Road, any visitors are visible from the reception/office, which is staffed at all times, and 41 Dyke Road has keypad entry and CCTV coverage. The Clarendon Centre, where group courses for under 18s are held, is open access, but group leaders and members of staff are always present in the area used by students during breaks. Fire alarms are tested regularly, evacuation drills are held every six months, and teachers have written instructions on what to do in the event of fire.

W2 Individual tutorials have recently been instituted, and these have a pastoral dimension. A room can be made available for prayer on request. The child support officer conducts the induction for under 18s on adult courses and holds weekly group meetings to check on their welfare.

W3 Two members of staff, one of whom is the child support officer, are named as having responsibility for welfare and this responsibility is indicated beneath their photographs on the noticeboard.

W4 The school's policy and procedures are made known to students and staff, but they are expressed in language which would not be easily accessible to students with limited language proficiency.

W6 Pre-arrival information includes forms of transport and routes and telephone numbers for transport providers, and the website gives the cost of taxis from airports. No information is provided on the cost of public transport from points of entry in the UK.

W8 Very clear information is given on the website and the student handbook. Students are helped to register with a doctor.

Accommodation profile

Comments on the accommodation seen by the inspectors

Publicity states that in addition to homestay the school 'can offer a selection of hotels, guest houses or bed and breakfasts'. At the time of the inspection, all students were either in homestays or in accommodation which they had found themselves. Three homestays were visited, two of which were accommodating students under the age of 18.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W10 The school makes use of a number of different visitors to check homestay providers. The checklist used for initial visits lists safety measures in place, e.g. smoke detector, fire extinguisher, CO2 detector. Inspectors were told that the visitor discusses fire risk precautions with the prospective host, but there was no additional evidence of these conversations. See also W17. Apart from the checklists used, there are no guidance notes to ensure that fire risk assessment procedures are consistent.

W11 Homestays are re-inspected every two years and records kept of these visits. The re-visit checklist does not make reference to fire risk assessments (see W10). Gas Safe certificates are checked annually.

W12 Records of visits and dates by which revisits should be carried out are conscientiously maintained on the school's accommodation database. The database includes information on the status of Gas Safe certificates, but no record of checks on fire risk assessments.

W13 Letters confirming homestay accommodation arranged by the school do not include information on the cost of transport (where this is needed) between the homestay and the school. However, general information on the costs of travel within Brighton is included in other documents.

W14 Both initial and end-of-course feedback on accommodation is collected and scores on different aspects of student satisfaction with their homestay are entered into the database so that any patterns can be identified. The inspectors were told that some homestays had been taken off the database, but other actions taken (such as follow-up on issues raised repeatedly by students or the reason for moving a student) are not noted as a matter of course.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 Five students aged under 18 had been placed in one of the homestays in use at the time of the inspection.

W17 Homestay hosts were aware of the school's general expectations and their responsibilities. However, end-of-course student feedback suggests that some providers may not be fully compliant with these. Written rules, terms and conditions for homestay providers make no reference to the requirement to carry out a fire risk assessment.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The school does not offer residential accommodation.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W24 Advice is available on request.

W25 School publicity suggests that accommodation in hotels, guest houses and bed and breakfasts can be arranged, but the school has no system for visiting or monitoring such accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The welcome pack given to students includes a 'What's On' booklet and number of other leaflets. The school also promotes excursions and tours organised by commercial companies.

W27 During the academic year, the regular leisure programme is limited to twice-weekly pub evenings and periodic movie nights (at least once a month). In summer, induction includes a walking tour and there is an optional weekly trip to London. Other activities, such as beach barbecues, may occasionally be organised. Groups negotiate a tailored programme, which may include activities organised by the school.

W28 Although some thought has gone into risk assessments, these currently focus on prevention. Guidelines are also needed on how to act if students are at risk.

Welfare and student services summary

The provision just meets the section standard. The needs of students for security, pastoral care and leisure activities are met, the information provided is generally sufficient, and the accommodation provided is suitable. Certain aspects of accommodation systems need to be tightened up. There is a need for improvement in *Accommodation*.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection, there were 70 under 18s in the school. All of these were members of a closed group; there were no students aged 16–17 on adult courses. The number of students aged under 18 varies according to the season and the presence or otherwise of school-age groups.

C1 There is a comprehensive and well organised safeguarding policy. This had been updated shortly before the inspection and is reviewed annually.

C2 The designated safeguarding lead has been trained to specialist level, as have two other members of staff. New teachers are required to complete a basic safeguarding awareness course as part of their induction and homestay hosts are given a link to an online safeguarding awareness course.

C3 Information on the website emphasises the limits to the school's responsibilities rather than the safeguarding measures in place. However, additional information is provided in the parental consent letter.

C4 In general, appropriate recruitment procedures are followed for employees of the school and for homestays, but the policy has been to keep only one reference for staff on file.

C5 The student handbook contains a number of school rules specific to 16 and 17 year-olds.

C6 The parental consent letter makes reference to independent travel between homestays and the school, and students sign a section of the form to agree to abide by the curfew time. Parents of students who will not be staying in homestays are asked to confirm that the person responsible for them in the UK will accompany the student from and to the airport, but travel for unaccompanied under 18s between the point of entry and homestays is not covered. The school had provided a member of staff to accompany a trip which had been arranged by a group, but does not as a matter of course work with group leaders to risk-assess activities which have not been organised by the school.

C7 Homestay agreements and associated guidelines set out clear requirements in relation to under 18s, and hosts in the homestays visited were aware of these. A packed lunch is provided on weekdays. Homestay arrangements are made clear in the consent form signed by the parents/guardian. In cases where an under 18 is to stay in other accommodation appropriate details are required of the carer.

Care of under 18s summary

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided, but care is needed to ensure that risks outside the school premises are properly managed.