

Organisation name	Castle School of English, Brighton
Inspection date	7–8 June 2022

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Castle School of English in June 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

## Introduction

Castle School of English was founded in 2003 by its two current directors, who continue to be involved in the running of the school. It first gained accreditation in 2009.

The inspection, which was conducted remotely, took a day and a half. Meetings were held with the centre director, the acting and assistant academic managers and the administrator. Focus group meetings were held with teachers and students. Three of the four teachers working during the inspection week were observed. One inspector conducted a virtual inspection of a homestay and interviewed the host.

As the new academic manager was due to start work on the second day of the inspection, the school had invited a previous academic manager to assist with planning and administration. The current assistant academic manager also took part in all meetings concerning teaching and learning

## Address of main site/head office

12 Dyke Road, Brighton BN1 3FE  
41 Dyke Road, Brighton BN1 3JA

## Description of sites observed

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, two classrooms on the first floor and on the second floor a classroom and an office.

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. The school is not planning to use any additional sites in 2022.

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

## Comments

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 (12 to 17 year-olds). Some online tuition is offered.

## Management profile

The centre manager is responsible for the day-to-day running of the school. The academic team manage the provision of all courses, whilst the administrator oversees homestay accommodation and the social programme. With low student numbers after the pandemic, all managers have been flexible in their designated areas of responsibility.

## Accommodation profile

Homestay accommodation is arranged directly by the school for adults and students under the age of 18. The number of active families has changed considerably since the pandemic and the school is currently in the process of revisiting families and updating records. Prior to the pandemic a small residence was also offered but this has not been used since 2018. At the time of the inspection, 50 per cent of students were staying in homestay accommodation arranged by the school and the rest were in privately rented accommodation or staying with a family member.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates effectively to the benefit of the students and in clear accordance with the school's stated goals, values and publicity.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a satisfactory 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.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the courses offered. Teachers receive guidance to ensure that they support students in their learning. Courses are structured to benefit students, but teachers require more guidelines in planning. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of the students for security and safety are mostly met, but the major incident plan is limited in scope and is not made known to staff or students. Pastoral care is well covered, and students receive useful information on aspects of welfare and leisure opportunities. The accommodation provided is of a suitable standard and there are effective accommodation management systems in place.

### Safeguarding under 18s

The provision meets the section standard. 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.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
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.	Met
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

The goals and values of the school are evident and known by staff. There are defined areas of future development, and progress is monitored systematically. The school has a clear management structure, and there is effective communication both within the school and with homestay providers. Feedback is obtained from students and staff through a number of channels, and there is evidence that it has been acted upon and informs the process of review. A self-evaluation document is in place and up to date.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and 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.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

Human resources policies, including recruitment procedures, are made known to staff through handbooks and induction procedures. Job descriptions are appropriate, dated and with some evidence of review. Induction procedures are clear and well documented, and there was evidence of appraisals taking place. Staff are offered opportunities for continuous professional development to meet individual and organisational needs.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
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.	Met

#### Comments

Student administration is well managed, and students confirmed that they receive good customer care. Enrolment, cancellation and refund procedures are carried out efficiently, and with sensitivity. Records are accurate and complete. There are appropriate policies relating to attendance and punctuality with additional procedures in place for students aged under 18. The conditions under which a student may be asked to leave the course are clear. The complaints procedure is appropriate and made known to students and staff. There is evidence that any concerns are promptly dealt with.

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

M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
The main medium of publicity is the website, and the school also uses various social media channels.	
Publicity is accurate and generally gives rise to realistic expectations. Information is presented in clear, accurate and accessible English. Although academic information on courses is easy to find, the maximum group size is not. Costs of tuition, materials, the leisure programme and accommodation are clearly stated. However, the description of the level of care given to students under 18 is insufficiently detailed. The description of accommodation is accurate and claims to accreditation meet Scheme requirements.	

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
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.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

<b>Comments</b>	
The premises are in a good state of repair, decoration and cleanliness, with clear signage and informative display boards. Classrooms are furnished and equipped appropriately. Students have some areas where they can relax and consume food. There are also many cafés and food outlets on the doorstep. Free drinking water is available, and staff have sufficient space for work, relaxation and the storage of personal possessions.	

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
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.	Not met

<b>Comments</b>	
Learning resources mainly consist of modern coursebooks. In addition, teachers have a range of organised supplementary materials and digital resources. Educational technology is appropriate and well maintained. However, there was no evidence of a systematic policy for the continuing review and development of teaching and learning resources and evidence of its implementation.	

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

Managers and teachers are appropriately qualified, and the rationale for one teacher without a level 6 qualification was accepted within the context of this inspection. The academic management team, including the recently recruited manager, have an appropriate professional profile.

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

#### Comments

Teachers are matched appropriately to courses according to preference, experience, and developmental requirements. Timetabling procedures and cover arrangements are clear. There are procedures in place to deal with continuous enrolment, although more ideas on the integration of new students into existing classes would be beneficial. Good day-to-day support is provided by the academic management team. There is a programme of monitoring and professional development, which includes observations. The written feedback sampled was of a good standard.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
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.	Met
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

The course structure is based on carefully chosen, up-to-date coursebooks. The structure is reviewed informally in response to student and teacher feedback. Weekly outlines for students are not provided although a list of learning outcomes is displayed in classrooms. Students are encouraged to access private study exercises and teachers include strategies which help students develop their language skills outside the classroom.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

Procedures for the placement of students or change of class are transparent and efficiently managed. There are effective procedures for evaluating, monitoring and recording students' progress including progress tests and tutorials. Students receive certificates and reports as required. Advice regarding examinations and access to mainstream UK education is provided by the academic management team.

#### Classroom observation record

Number of teachers seen	3
Number of observations	3
Parts of programme(s) observed	General English

#### Comments

All three observations were carried out remotely.

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

#### Comments

T23 Teachers demonstrated sound knowledge of the language and provided accurate models of spoken and written language. Teachers frequently provided good examples of the language being taught.

T24 Teachers provided detailed plans which took account of the coursebook and drew on their knowledge of the students, as described in student profiles. They demonstrated an awareness of individual strengths and weaknesses, and of anticipated problems. The course content was generally appropriate for the level and relevant to students' interests.

T25 Plans stated what the learning outcomes of the class would be and the learning outcomes were presented to the students in writing. Aims were achieved through a coherent sequence of activities, although sometimes the teacher's focus was unclear.

T26 A very good range of appropriate techniques was confidently used, including effective eliciting, prompting and concept checking. Students were given many opportunities for practice and were encouraged to use the new language to talk about their own lives.

T27 Classroom environments were well managed. Resources seen in use included coursebooks, teachers' own materials and a range of realia used effectively to promote learning. Teachers used technological aids confidently and effectively.

T28 A satisfactory range of correction techniques was observed. In better segments, self and peer correction were encouraged and students were prompted to work things out for themselves. Positive feedback was used appropriately to encourage students.

T29 Lessons included activities and tasks to evaluate whether learning had taken place, including asking students to personalise the language they had learned.

T30 Overall, teachers created a positive learning atmosphere. They were relaxed and confident, projecting a clear sense of purpose. Instructions were clear and checked, and there was a good balance between nomination and whole class questions. Students were attentive, engaged and clearly enjoying their lessons.

### Classroom observation summary

The teaching ranged from very good to satisfactory against the criteria, with the majority being good. Teachers planned for learning outcomes based on the syllabus and the needs of their students, and used a range of appropriate techniques to engage the students in purposeful learning tasks. Resources were handled well and imaginatively. Teachers created very positive learning atmospheres. The teaching observed met the requirements of the Scheme.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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.	Not met
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.	Met
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

Appropriate risk assessments are in place to ensure the safety of students on the premises but the emergency response plan is limited in scope and is not made known to staff or students. Pastoral care is well covered and students at the focus group commented favourably on the level of support available to them if they have any problems or questions. Tolerance and respect is actively promoted, and students receive clear information about travel and relevant aspects of life in the UK. A 24-hour emergency contact number is provided to all students, which was confirmed by students in the focus group meeting. Several members of staff are first-aid trained and students receive good advice on health care.

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



**Comments**

The school has appropriate systems in place to ensure the effective management of the homestay accommodation provided. Relevant information about their homestays is sent to students in advance and any issues regarding accommodation are dealt with promptly and sensitively. There are several opportunities for students to provide feedback and students in the focus groups reported that they were very satisfied with their homestay accommodation. A virtual tour of a homestay confirmed that the standard was entirely appropriate and the host was aware of the school's regulations and happy with the level of communication and support offered by the accommodation team.

**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 subsection 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**

Information on renting private accommodation is provided by the accommodation team. A residence last used in 2018 continues to be monitored in anticipation of any future bookings.

**Leisure opportunities**

Met

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.

Met

W25 Any leisure programmes are well organised and sufficiently resourced.

Met

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.

Met

**Comments**

Students receive information about local social and cultural events via suggested activities on the social programme, and staff are available to help with individual requests for advice or guidance. While there is a varied and well managed programme in place for groups and young learner programmes, there are limited organised leisure activities offered by the school for independent students throughout the year. However, effective risk assessments are in place and leisure staff are well trained and supported by a management team with considerable experience in this area.

**Safeguarding under 18s****Safeguarding under 18s**

Met

S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.

Met

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

At the time of the inspection, there were no students aged under 18. The number of students aged under 18 varies according to the season and the number of school-age groups enrolled at any time.

The school has an appropriate safeguarding policy in place, although guidance on handling delayed suitability checks lacks detail. Staff and homestay hosts receive suitable training and the parental consent form is comprehensive. Staff recruitment procedures are followed and sampled files were complete. Arrangements for the supervision of students both during scheduled lessons and activities, and outside the scheduled programme are made clear. Hosts are made aware of their responsibilities and contact details for sampled students were on file and easily accessible.

#### 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	2013
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	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**

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	Brighthelm Centre

<b>Student profile</b>	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	30	40-50
Full-time ELT (15+ hours per week) aged 16–17 years	0	40-50
Full-time ELT (15+ hours per week) aged under 16	0	20-30
Part-time ELT aged 18 years and over	10	10
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>40</b>	<b>140</b>
Junior programmes: advertised minimum age	0	12
Junior programmes: advertised maximum age	0	17
Junior programmes: predominant nationalities	0	Italian and Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	22–30	18–30
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Italian, Turkish, Saudi Arabian, Spanish	Italian, Turkish, Saudi Arabian, Spanish

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	12
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

**Teacher qualifications profile**

Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
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	20	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	20	0
Overall totals adults/under 18s	40	0
Overall total adults + under 18s	40	