

Organisation name	Centre of English Studies Worthing
Inspection date	2–6 July 2018

<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.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in accommodation and safeguarding under 18s have been addressed

**Summary statement**

The British Council inspected and accredited Centre of English Studies in July 2018. 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 large private language school offers courses in general English for adults (16+), for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, academic management, care of students, and leisure opportunities.

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.

## Introduction

Centre of English Studies (CES) run six schools in the UK: Worthing, London (Wimbledon), Oxford, Edinburgh, Leeds and Harrogate, all accredited.

The school's two centres were in operation at the time of the inspection: the main, year-round school for adults aged 16+ (adult centre) and the junior homestay course at Worthing College (junior centre) for students aged 12–17 which is run for nine weeks.

A super-intensive course, with an additional one and a half hours' tuition on three afternoons per week, was added to the junior summer course in 2017.

The inspection lasted four days and included visits to the adult and junior centres. Meetings were held at the adult centre with the UK director, the UK operations manager/Worthing principal (principal), the adult centre director of studies (AC DoS), the senior registrar/office manager (senior registrar), the assistant registrar, the two welfare and safeguarding officers, the centre manager/social programme manager (AC centre manager) and the materials monitor. At the junior centre, meetings were held with the centre manager/social programme manager (JC centre manager), the director of studies (JC DoS) and the Worthing College marketing and business services manager. Focus groups with students and teachers were held at both centres. Focus groups with activity leaders and group leaders were held at the junior centre. All teachers timetabled to teach at the time of the inspection were observed. One inspector observed activities at the junior centre and visited four homestay hosts in Worthing.

## Address of main site/head office

12 Stoke Abbott Road, Worthing, West Sussex BN11 1HE.

## Description of sites visited

The main adult centre is located in a quiet residential area near the centre of Worthing. It occupies three adjacent, inter-connected three-storey Victorian houses. On the ground floor there is a reception area and office space for the registration staff, and an adjoining office for the welfare staff. There are offices for the principal, finance officer, AC DoS and the social programme organiser. The student common room opens onto a patio area. There are 13 classrooms which vary in size, a self-access centre, a computer room, two staffrooms, which also house the resources, and a staff kitchen. There are gardens at the front and side of the building.

In summer and occasionally at other busy times, additional classrooms are rented in the Chatsworth Hotel conference centre. The hotel is about ten minutes' walk from the school and very near the sea front. The rooms used for teaching are appropriately furnished and equipped for classroom use and the school supplies whiteboards. One inspector briefly inspected the facilities.

The junior homestay course is held at Worthing College (1 Sanditon Way, Worthing, West Sussex BN14 9FD), a newly refurbished sixth form college. CES has an allocation of up to 44 classrooms and at the time of the inspection was using 24. In addition, one large room for the teachers, DoS, ADoS and academic resources, and another large room for the centre manager, assistant centre manager and the activities staff were being used. Recreational facilities included two large cafeterias, a multi-use sports field, tennis courts and a theatre.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Courses in general English for adults (16+) were running at the main school (12 classes). Courses for juniors (12–17 years) were running at Worthing College (26 classes). There were 14 Swiss students studying a combined 22-hour general English course in the morning and 'British Institutional Studies Course' in the afternoon.

## Accommodation profile

The school offers single, double and triple room accommodation (see W18 below) in around 200 homestays. Some homestays only accept adults (18+), while others welcome under 18s. Homestay accommodation includes breakfast, packed lunch and dinner seven days a week. The school also provides accommodation in a small number of private homes.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The school has clearly stated goals and values, known to staff and students. Strategic planning, including monitoring of progress and review, is well established. Review systems are comprehensive and effective. Continuing professional development is an important aspect of provision. Student administration is carried out professionally, and with a high priority given to identifying and meeting individual student needs. Publicity is generally accurate and clear. *Strategic and quality management and Staff management* 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 staff and students. Classrooms are suitable, and study centres are well stocked and well managed. Learning resources are appropriate for the needs of students and teachers. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Suitably qualified teachers, led by a well-qualified and experienced management team, provide students with a positive learning experience. The courses meet the needs and interests of the students. Academic management is carried out efficiently and appropriate support is available for staff and students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are generally well met. Students benefit from well-managed student services, including out-of-class activities. Accommodation systems are in place, but not all of the homestays used meet Scheme requirements. There is a need for improvement in *Accommodation*. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. Overall there is adequate provision for the safeguarding of students under the age of 18 within the organisation, on leisure activities and in the accommodation provided. Safeguarding policies, staff training and the supervision of students in scheduled activities are thorough. However, the parental consent form requires attention and some safer recruitment practices are lacking, namely the taking up of references for all homestay hosts and security checks on all adults living in homestays.

## 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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

#### Comments

M1 There is a clear mission statement to which all staff have contributed. It is made known to staff in handbooks and induction documentation. A simplified version for students is displayed on noticeboards.

M2 The quality plan covers all key areas of the school's provision and is reviewed according to progress made towards achieving the stated goals. It is reviewed by the CES UK operations manager, CES directors and other senior staff at the annual AGM in January.

M4 There was evidence of very good formal and informal channels of communication. There are formal monthly teachers' meetings and weekly administration meetings, all of which are attended by the principal. The AC DoS holds brief weekly teacher meetings. Student focus group meetings, which the AC DoS holds at least six times a year, are minuted. The JC DoS and JC ADoS have desks in the teachers' room at the junior centre and work in close collaboration with teachers. At group level, there is frequent communication between staff at CES schools.

M5 Student feedback mechanisms are very good and include end-of-first week and end-of-course feedback which students complete online. Data is analysed and reviewed by the principal and discussed with staff. An annual quality assurance report for all the CES schools details comparative satisfaction levels.

M7 Review is an integral part of the school's policy and action points from the last full inspection have been addressed. The Worthing school has been operating a three-year college development plan since 2013 and the current one is due to be renewed at the end of 2018. There is also a group-wide strategic development plan which is reviewed every January by key staff from both the UK and Dublin schools before the AGM.

Staff management and development	Area of strength
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.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M8 Human resources policies have been drawn up which are widely available to all staff. The school has ready access to human resource advice and guidance from an external health & safety consultant who audits the adult centre on an annual basis.

M9 Job descriptions are available for all staff. The principal's job description was out of date but was updated during the inspection.

M10 There are satisfactory human resources procedures in place for each stage of the recruitment process. The adult centre DoS has introduced more rigorous interviewing procedures for teachers, which includes an observed lesson.

M11 Comprehensive induction procedures are documented and there was evidence of their implementation. The junior centre teachers were very satisfied with their induction. Activity staff are given a one or two-day induction which they said was very thorough.

M13 There is a long-standing programme of continuing professional development (CPD) at CES. Administrative staff are offered appropriate training opportunities. Regular CPD sessions are organised for teachers at the adult and junior centres. Peer observation is encouraged and supported at the adult centre and plays an important part in teachers' development. Funding is available for attendance at relevant external training events.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians; receive information in writing about how to make a complaint.	Met

#### Comments

M14 Student feedback shows a very high level of satisfaction with the professional way in which staff deal with their enquiries and provide support.

M19 At the adult centre the 16 and 17 year-olds on the adult courses are required to sign in every day. Attendance records showed excellent attendance for all classes at the junior centre. There is a strict attendance policy for all students, and the activity staff check attendance at the start of class.

<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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity consists of a website, brochure and a range of social media. Publicity is available in five languages.

M23 Publicity gives a clear picture of the provision and the text is written in accessible English. There are two minor inaccuracies in the text. Information is comprehensive and fully representative of the student experience.

M24 Some of the required information which is available on the website is inaccurate. In several classes at the junior centre the maximum class size was exceeded. Publicity states 'we can accept limited numbers of 11 year-olds as part of a group or accompanied by a parent or guardian'. The use of the term 'limited' is questionable as 19 students aged 11 have been enrolled as part of a group since June 2018 and other sections of the publicity do not refer to 11 year-olds.

### Premises and resources

<b>Premises and facilities</b>	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.	Strength
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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

#### Comments

P1 The premises at the adult and junior centres are in an excellent state of repair, cleaned to a high standard, and

are appropriately furnished to provide a comfortable and professional environment for students and staff.

P2 All classrooms seat the school's maximum class number comfortably and have natural light. There are fans in all classrooms in the summer. Wi-Fi is provided at both sites.

P3 At both centres there is a welcoming environment for students to relax and socialise. At the adult centre indoor and external areas are attractive and well maintained. There are several affordable local eateries nearby. At the junior centre there are spacious external areas for relaxation and two cafes where students may purchase food or eat their packed lunches.

P5 There is satisfactory signage at both sites. At the adult centre there is insufficient signage to one classroom.

P6 Teachers at the adult centre have two staffrooms and a well-equipped staff kitchen. Teachers have their own storage lockers and personal workspaces in the staffrooms and have easy access to materials and learning resources. At the junior centre a very large classroom is used as the teachers' preparation room. At peak times a second large classroom, opposite the current room, is made available. Teachers at the focus group meetings at both centres were very satisfied with the provision.

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

#### **Comments**

P7 All classes at the adult and junior centres use coursebooks. The learning resources at the adult centre are appropriate to the students' age and level. At the junior centre books are borrowed and shared between two students. Some of the coursebook materials are not appropriate for the students in the younger age group, particularly those aged 11.

P8 Teachers' resources are catalogued and well maintained by the materials monitor at the adult centre. Resources include supplementary books across all four skills areas, reference materials and up-to-date relevant materials on teaching methodology. At the junior centre teachers' resources are well organised and arts and crafts materials and games are provided for all levels.

P9 At the adult centre a member of staff is responsible for the maintenance and technical support of educational technology and is available to provide immediate assistance. At the junior centre teachers have access to TVs and data projectors in all classrooms. There was evidence of insufficient training in the use of the online resources of one of the coursebooks in use.

P10 At the adult centre 14 new desktops have been purchased. Teachers take classes to the computer room at least once a week. At the junior centre there are no specific on-site facilities for additional or independent learning, though Wi-Fi is available throughout the college.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Met</b>
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.	Strength

#### **Comments**

T1 One teacher did not have a Level 6 qualification. She is a Licentiate of the Chartered Institute of Personnel Development and has 12 years' part-time teaching experience. The rationale is accepted in the context of this

inspection.

T2 At the time of the inspection nine of the 12 teachers at the adult centre were TEFLQ. All the teachers at the junior centre were TEFLI.

T4 The academic management team consists of the AC DoS, who has over 30 years' teaching experience and seven years' academic management experience. She is assisted by the JC DoS and JC ADoS, both of whom have several years' experience in the role. All are TEFLQ and teach at the adult centre outside the summer.

<b>Academic management</b>	<b>Area of strength</b>
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.	Strength
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**

T6 There are effective procedures in place at the adult centre. At the junior centre not all students arrive on published start dates and there was evidence of rushed arrangements for integrating new students in class.

T7 There are very satisfactory cover arrangements in place. Five appropriately qualified local teachers are available for cover at either centre. The DoSes and the principal, who is TEFLQ, are also available for cover.

T9 Teachers at the focus group meetings commented on the very good day-to-day support provided by the academic team. At the junior centre the DoS and ADoS work in the teachers' room and are easily available at all times. Over 50 per cent of the junior centre teachers return each year and are usually paired with new teachers.

T10 At both centres the arrangements for monitoring of teachers' performance are very good. Permanent teachers receive a one-hour formal observation twice a year. All other teachers are observed at least once and new teachers are observed in their first week. Observations are clearly recorded, with strengths and areas for development noted. Areas of good practice are shared in CPD sessions and teachers stated that observations were beneficial experiences.

<b>Course design and implementation</b>	<b>Met</b>
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.	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**

T12 There was evidence that course design is discussed in teachers' meetings at the adult centre. A new coursebook has been introduced at the junior centre at B1/B2 levels and has received positive feedback from teachers. Teachers at the focus group meetings commented unfavourably on the coursebook which is used at lower levels and consideration is being given to replacing it next year.

T13 All classrooms display CEFR level posters and weekly plans were in evidence. However, there was insufficient reference to intended learning outcomes in many plans. (See also T25).

T14 The British Institutional Studies course includes lectures by guest speakers and visits to law courts and FE colleges. Classroom work focusses on the British educational system, the legal system and British financial and corporate life.

T15 At the adult centre students are encouraged to borrow readers from the self-access centre. Teachers often prepare lessons on places of interest that some students visit whilst in the UK. The CES online programme enables students at the main school to use the site for three months after leaving the school. At the junior centre students

are given a notebook but there was little evidence that support is provided in helping them to record work or develop strategies to continue learning after the course.

<b>Learner management</b>	<b>Met</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not 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**

T17 The CES placement test has a grammar and written component. Teachers administer set oral tests at the appropriate CEFR levels during students' first class, although students at the junior focus group were unaware of the fact that they were being tested. Classes are segregated by level rather than age and an inappropriately wide age range of more than four or five years was evident in many classes.

T18 Progress tests are administered every two weeks at the adult centre. However, the progress of students who attend on dates which do not coincide with test dates is not effectively monitored.

#### **Classroom observation record**

Number of teachers seen	35
Number of observations	35
Parts of programme(s) observed	All

#### **Comments**

None.

<b>Teaching: classroom observation</b>	<b>Met</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.	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 For the most part, teachers produced accurate models of spoken and written English, appropriate to the aims of the lesson. However, occasional mistakes in pronunciation and sentence structure and slight distortion of language were noted.

T24 Lesson plans were mostly thorough and indicated awareness of the needs of the group as a whole. Content was generally appropriate but in some lessons individuals were insufficiently stretched. The needs of younger students were not always taken into account.

T25 In many lessons, aims were made known to students in terms of teaching aims rather than learning outcomes. Most teachers made good use of warmers. The better lessons were coherent and well staged, although some activities went on too long.



T26 Teachers generally made use of a range of appropriate techniques, including elicitation and nomination. Concept checking was seen in the best lessons. In the adult centre several examples of excessive teacher talking time were observed.

T27 Instruction giving was mainly satisfactory but checking of instructions was demonstrated in only a few lessons. Use of the whiteboard was variable: sectioning was generally satisfactory but some writing was scrappy and too small to be easily read by students placed at the back of a class.

T28 Some teachers monitored students' language well during activities and a few teachers made notes for future reference. Appropriate teacher correction was observed but there was very little focus on pronunciation. A few examples of peer feedback and prompted self-correction were observed.

T30 There was a positive learning atmosphere in most classes, with students fully engaged. Nomination was good at both centres and teachers made use of place names for new students at the junior centre. Some lessons included competitive elements which students enjoyed. Insufficient attention was paid to ensuring that students of the same nationality did not work together and several examples of students communicating in their L1 were observed in the junior centre classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to less than satisfactory, with the majority of lessons being satisfactory. Teachers generally provided appropriate models of English, and the content of most classes was adapted to the needs of the students. Learning outcomes were not usually specified or shared with students. Teachers generally used appropriate techniques. In most cases, students received feedback on their use of the language; however, more attention is needed in the area of pronunciation. Generally, students were engaged in their learning.

### 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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Both sites are very secure; visitors must sign in at receptions, there are up-to-date risk assessments, regular fire drills and alarm checks and staff are well trained to deal with any accidents and emergencies.

W2 CES Worthing has a comprehensive range of policies and procedures for responding to emergencies. These include a crisis management policy, an emergency reaction plan and how to respond to an emergency on an excursion. Versions of these emergency procedures are included in student handbooks and in inductions, so that students receive sensitive briefings on keeping safe and procedures to follow in an emergency.

W3 A very good level of pastoral care is provided at both sites. Under 18s at the main school have a separate induction and town walk and a weekly meeting with activity staff. Individual students at the junior centre are allocated two activity leaders to act as their group leaders. Pastoral care issues are a priority for CES staff and group leaders are informed about their role in this area.

W7 Comprehensive relevant information is provided to students through pre-arrival information documentation, detailed inductions, student handbooks and summaries of handbook information.

Accommodation (W9–W22 as applicable)	Need for improvement
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Not met

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

#### Comments

W9 One of the inspectors inspected a homestay and a private home for adults and two homestays used for under 18s. The accommodation hosts were all welcoming and attentive to the needs of their students. However, in one household four under 18s were in a room that had very little furniture apart from two sets of bunk beds. In the private home visited, two students were being accommodated in a loft attic that did not have a door and so they lacked sufficient privacy. This room had also been used previously by three students.

W13 The accommodation officer is notified immediately by email if students raise problems about accommodation on end-of-first week feedback forms.

#### *Accommodation: homestay only*

W16 Homestay hosts accommodate no more than four students at one time.	Not 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.	Not 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.	Not 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

W16 One homestay host was accommodating four students and an activity leader at the time of the inspection. Not all students in accommodation with more than four guests had requested this type of accommodation.

W17 There was evidence that on occasions the school accommodates more than one student with the same language in homestays without this having been agreed in writing before arrival.

W18 Up to four students are placed in the same bedroom without this always being specifically requested in writing before arrival. Three of the four accommodation providers inspected had placed three or more students in a room.

#### *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 the 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.	Strength
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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Comprehensive information is provided through displays on noticeboards, student handbooks and social media. Staff are on hand in breaks to provide students with destination and travel advice. The school books trips for students who want to use a tour operator.

W24 Leisure programmes on adult programmes are varied and take into account the needs of any under 18s studying on these courses. The school offers opportunities for students to make suggestions regarding programmes. Activities and excursions on junior programmes are extensive and tailored to the needs of individual groups. They include alternatives to sports activities and wet weather plans are in place.

W26 Risk assessments are drawn up by trained staff for all specific activities and excursions. Staff are briefed thoroughly before events and receive comprehensive documentation about student details, places to be visited and safety arrangements. Activity leaders are asked to write suggestions for improving risk assessments on forms after events.

## 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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

CES Worthing accepts under 18s on adult courses (16+), on closed groups throughout the year and on junior programmes (11 to 17) in the summer. At the time of the inspection there were 48 16 and 17 year-olds on adult courses and 409 juniors on the junior programme.

S1 The school has a full and comprehensive safeguarding policy in place that is updated annually by the principal. Responsibilities are made clear to all staff and the policy is implemented through other documentation, including codes of conduct and incident reporting documentation. The policy includes appropriate age differentiation.

S2 Versions of the safeguarding policy are given to teachers, activity staff, homestay hosts and group leaders. All of these groups must sign to state that they have read and understood their safeguarding duties. Four members of staff have received specialist safeguarding training. Homestays taken on after January 2018 must also complete basic safeguarding awareness training.

S3 The school sends out useful supervision notes to parents and usually receives back signed parental consent forms. However, this criterion is not met as a small number of students come to the school for whom parental consent forms have not been received prior to the student's arrival; the consent form does not require parents to sign that they are aware that their child will be unsupervised at times, including travelling to and from lessons and activities.

S4 Procedures are generally in line with safer recruitment guidelines. However, the school had not received confirmation of the outcomes of the suitability checks for several homestays being used and a significant proportion of their references had not been received.

S5 The supervision and safety of students during scheduled lessons and activities is very well managed. Under 18s on adult courses must sign in at reception, have a special meeting each week with the social activity manager and attend age-appropriate leisure activities. Students on junior programmes have a comprehensive set of activities from Monday to Saturday, during which they are closely supervised.

## 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	2005
Last full inspection	2014
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	CES Oxford, CES Wimbledon, CES Leeds, CES Harrogate, CES Edinburgh.
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1979
Ownership	Name of company: Centre of English Studies Company number: 3669269
Other accreditation/inspection	N/a

#### Premises profile

Address of Head Office (HO)	31 Dame Street, Dublin 2 Ireland
Location of centres offering ELT at the time of the inspection but not visited	N/a
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	The Chatsworth Hotel Conference Centre, Worthing BN11 3DU

#### Student profile at peak at all centres

	Collated totals in peak week: all centres 16/7/18
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	118
17 years and under	596
<b>Overall total</b> of ELT/ESOL students shown above	714
Predominant nationalities	Italian, Spanish, Chinese, Russian, Swiss, Austrian, German, Saudi, Omani, Emirati

#### Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	52

Total number activity managers and staff	25
Total number of management (non-academic) and administrative staff	11
Total number of support staff (e.g. houseparents, matrons, catering)	0

### Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Courses in general English for adults (16+) were running at the main school (12 classes, 45 minute lessons). IELTS classes run on three afternoons a week. In the summer months Business English is offered on three afternoons a week. Combination courses, comprising standard general English of 15 hours per week, plus five hours of one-to-one lessons, are offered. Six students were enrolled on this course at inspection. 16–17 year-olds are enrolled on adult courses. The age range for the junior courses at inspection was 11–17. General English plus British Institutional Studies for 14 Swiss students, studying 22 hours per week was running at inspection. This was a closed group in the afternoons, but in mixed classes in the mornings,

## 2. DATA ON CENTRES VISITED

1. Name of centre	CES Worthing main school
2. Name of centre	Worthing College
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
<b>ELT/ESOL students</b> (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	93	0				118	0			
Full-time ELT (15+ hours per week) aged 16–17 years	48	98				81	125			
Full-time ELT (15+ hours per	0	311				0	390			

week) aged under 16										
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
<b>Overall total of ELT/ESOL students shown above</b>	<b>141</b>	<b>409</b>				<b>199</b>	<b>515</b>			
Junior programmes: advertised minimum age(s)	0	12				0	0			
Junior programmes: advertised maximum age(s)	0	17				0	17			
Adult programmes: advertised minimum age	16	0				16	0			
Typical length of stay (weeks)	2–3 weeks	2–3 weeks				2–3 weeks	2–3 weeks			
Predominant nationalities										

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	12	26				16	36			
Total number of activity managers and staff	3	18				3	22			
Total number of management (non-academic) and administrative staff	11	11				11	11			
Total number of support staff	0	0				0	0			

Academic manager qualifications profile at centres visited	Total number of academic managers				
Profile in week of inspection: at centres visited	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years relevant experience	1	2			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
<b>Total</b>	<b>1</b>	<b>2</b>			

*Comments.*

None.

Teacher qualifications profile at centres visited	Total number of teachers				
Profile in week of inspection at centres visited	1	2	3	4	5
Centres					
TEFLQ qualification	7	0			
TEFLI qualification	4	24			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			

Teachers without appropriate ELT/TESOL qualifications.	0	0			
<b>Total</b>	11	24			

Comments

None.

**Accommodation profile**

Centres	1	2	3	4	5	1	2	3	4	5
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**Numbers at time of inspection: at centres visited**

Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
<b>Arranged by provider/agency</b>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	64					54	404			
Private home	8					0	0			
Home tuition	0					0	0			
Residential	0					0	0			
Hotel/guesthouse	0					0	0			
Independent self-catering e.g. flats, bedsits, student houses	0									
<b>Arranged by student/family/guardian</b>										
Staying with own family	0					0	5			
Staying in privately rented rooms/flats	15					0	0			
<b>Overall totals adults/under 18s</b>	87					54	409			

<b>Centres</b>	1	2	3	4	5
<b>Overall total adults + under 18s</b>	141	409			