

Organisation name	EC Brighton
Inspection date	24–26 October 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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.

### Summary statement

The British Council inspected and accredited EC Brighton in October 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, care of students, accommodation, and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1986
Last full inspection	August 2015
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	EC English schools in Bristol, Cambridge, London, Manchester and Oxford; EC Young Learners.
Other related non-accredited schools/centres/affiliates	Schools in the US, Canada, Malta, Ireland and South Africa; a blended learning online course.

## Private sector

Date of foundation	1983
Ownership	Name of company: House of English Ltd Company number: 2844 (Jersey)
Other accreditation/inspection	ISI

## Premises profile

Address of main site	EC Brighton, Dolphin House, 2–5 Manchester Street, Brighton BN2 1TF
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is situated on a quiet street close to the town centre and to the sea front. There are four floors, with a reception area, offices, library, and a student common room on the ground floor. The first floor is sub-let but a lift and stairs give direct access from the ground floor to the second, third, and fourth floors. The classrooms are on the second and third floors with a student lounge and computer room on each. The teachers' room is on the fourth floor. Many of the 18 classrooms will comfortably accommodate 15 students, but some are smaller, and there are two one-to-one rooms.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	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	196	350
Full-time ELT (15+ hours per week) aged 16–17 years	32	77
Full-time ELT (15+ hours per week) aged under 16	10	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>238</b>	<b>427</b>
Junior programmes: advertised minimum age	12	16
Junior programmes: actual minimum age	12	16
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Austrian, Italian, Spanish	Italian, Spanish, Russian

Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	17–23	16–22
Adult programmes: typical length of stay	18 weeks	10 weeks
Adult programmes: predominant nationalities	Swiss, Korean, Saudi, Turkish	Saudi, Italian, Swiss, Turkish, Korean
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	120	246

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	27
Number teaching ELT 20 hours and over a week	13	
Number teaching ELT 10–19 hours a week	4	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff (e.g. catering, maintenance, drivers directly supporting the ELT operation.)	4	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience	2
Total	3
Comments	

There is a notional target of 500 teaching hours per year for the academic team, to which all members of the team contribute. One of the ADoSs was teaching six hours during the inspection week.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	12
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	17

#### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

Students aged 16 or over are enrolled. The majority of courses run are general English courses, which can include preparation for externally validated examination courses and IELTS. A number of general English students are long stay, following an academic year (AY) programme. All students attend a minimum 15 hours of lessons a week, with either three mornings or three afternoons of core English lessons, and either two mornings or two afternoons of skills lessons. Students following an intensive course attend an additional seven and a half hours of special focus classes, held in the middle of the day, where they can choose from a range of topics. Some students take additional one-to-one lessons. Closed groups of under 18s (12 to 17) are accepted during the academic year.

## 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	99	38
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	29	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	11	N/a
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	57	2
Overall totals adults/under 18s	196	42
Overall total adults + under 18s	238	

## Introduction

EC Brighton was established in 1983 (as the House of English) and became part of the EC group in 2002. EC is an international chain which now has 20 language schools in six countries. The operational headquarters is in Malta, where the first EC school opened in 1991. This inspection was part of an inspection of all six UK EC schools and of the UK head office in London.

The inspection lasted three days. The inspectors had meetings with the centre director (CD), the director of studies (DoS), the two assistant directors of studies (ADoS), the accommodation and welfare manager (AWM), the three student services co-ordinators (SSC), and the group leader accompanying a closed group of young learners. A

focus group meeting was held with the teachers and three meetings were held with students, one with the young learners, one for students aged 16–17 on the adult programme, and one for students aged 18+. All teachers timetabled on the days of the inspection were observed. One inspector visited a residence, a shared house, and 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 The management structure is very clear, both at the UK level, with an organogram showing how the school personnel relate to the overall structure of the organisation, and within the school, with an organogram and up-to-date posters showing the roles of all staff. The CD is covered and supported by the DoS. The two ADoSs are able to cover the responsibilities of the DoS if required and the three SSCs are able to cover for one another.

M3 Job descriptions clearly set out reporting lines, roles and responsibilities. It was noted that the job descriptions are generic to a role and do not necessarily specify tasks and responsibilities which may attach to a specific individual in this role in a specific school. These “local” areas are agreed between postholders and their line manager.

M4 Communications, both within the school and within the EC organisation as a whole, are very good indeed. Regular scheduled meetings take place with members of the organisation’s central management team, the CDs and the academic managers. The DoSs meet as a group every two weeks. All these meetings take place online and members of central management visit regularly. Twice a year the CDs and DoSs from all the UK schools meet face to face. Within the school, there are excellent informal channels of communication and regular minuted meetings. There is a range of cross-group communication channels, including weekly updates sent from the chief executive’s office, and a quarterly company newsletter which gives updates on events and developments in the group.

M5 There are effective procedures, checklists and templates for each stage of the recruitment process. HR policies for all staff are appropriate and easy to access. Staff records contain all the relevant documentation, including two references with appropriate wording.

M7 There is a very thorough induction policy, with detailed checklists and programmes, for administration and teaching staff; information is included in the *Staff Handbook* and is available online. New teachers can observe classes before being deployed and, wherever possible, they are timetabled to teach with a more experienced member of staff.

M8 All new teachers are observed in the first two weeks. Appraisals for all permanent administration and management staff take place every six months. Teachers’ appraisals are annual, with reviews at around six months to check on the achievement of objectives and to review general performance. Key performance indicators (KPIs) are agreed with administration staff and feed into a training and development plan. For teachers there is a detailed self-evaluation and manager-evaluation procedure measured against agreed standards. Teachers’ appraisals are linked to observations.

M9 Extensive CPD opportunities are available for all staff. Training and development includes induction, appraisal, access to online training modules, in-house sessions, opportunities to attend external workshops and conferences,

and support for those wishing to further their qualifications. There are individual training and development plans for each member of staff and teachers are encouraged to keep an up-to-date portfolio of CPD undertaken. All staff have received Prevent and safeguarding training, and some have first aid, crisis management, or fire marshal training; management training is organised for DoSs and CDs.

### 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 checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

M10 Two SSCs are based at the main reception area together with three interns. The interns receive full training in their administrative responsibilities and their number will vary according to the needs of the school. The team is welcoming and helpful, and cover arrangements are good. The in-house data management systems ensure that staff can retrieve information about students very easily.

M11 Information about course choice is chiefly provided by agents before students arrive. However, there are also a number of direct enquiries, which are handled well by the local staff.

M12 Enrolment, cancellation and refunding is carried out by the EC sales department.

M13 Student records are kept on a company-wide database, which is accessible remotely. These records are transferred from the sales office to the school automatically, where they can be added to and updated. Student records sampled contained the required information, including emergency contact details with information on whether the emergency contact speaks English or not. Particular attention is paid to the students aged under 18.

M14 The student code of conduct, explained during the first day welcome meeting and displayed on noticeboards, makes the policies on attendance and punctuality very clear. An efficient system of warning letters and meetings for students whose attendance falls below 80 per cent usually results in improvement. Students aged under 18 have to sign in daily at the school reception on arrival and any non-attendance is followed up immediately.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

M17 The underlying ethos of the organisation is one of continuing improvement and review, and this was evident at EC Brighton in all aspects of the provision. The school undergoes an annual internal audit, carried out by members of central management in conjunction with staff from other schools in the group.

M18 Students are asked to complete online feedback in their first week, every four weeks thereafter and in their final week. Students are invited to expand on any score below a certain level in a face-to-face meeting and follow-up notes are kept. All survey scores are collated, summarised and fed into school plans and individual staff plans. In addition, there are one-to-one interviews with all students in the first and last weeks. Regular student focus groups on specific areas of the school's operation are held with student representatives (known as ambassadors), or with students from specific areas of the world.

M19 EC staff complete an annual staff engagement survey, which is analysed and summarised. Teachers reported that, within the school, their views were listened to and taken into account, both through formal meetings and surveys and on a day-to-day basis.

M20 The complaints policy is on the website and, in the form of a flowchart, on noticeboards. There is ample evidence that any problems and complaints are drawn to the attention of the appropriate member(s) of staff, followed up as appropriate, and that all stages and any action taken are recorded. A detailed incident log is kept of anything which may lead to a more formal complaint.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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's publicity materials comprise a company website with dedicated EC Brighton pages, and a printed brochure and fees booklet. Social media are also used. The website is regarded as the main medium. Inspectors looked at all these sources of publicity, including the recently produced 2018 brochure.

M21 The information presented on the website and in the brochures is clear and generally accurate. The English is accessible to non-native speakers. The website is available in English plus seven other languages. The brochure is available in English plus nine languages.

M22 The publicity gives rise to realistic expectations, with accurate descriptions of facilities, courses, accommodation, and staff. Photographs are captioned. The description of the premises is accurate.

M24 The times of classes are generally described as 'lessons'. The fact that a lesson is 45-minutes long is explained in footnotes. In some places the number of taught hours is given alongside the number of lessons, but this is not always the case and in some of the key descriptions the number of taught hours is either not given or not easily found.

M25 Approximate costs of some leisure activities are given, but for most of the activities offered by EC Brighton costs are not made clear.

M26 There are full and accurate descriptions of all accommodation types. Icons are used to indicate facilities and services.

M27 A few sample leisure activities are given on the website but they do not accurately reflect the content of the Brighton leisure programme. In the 2018 brochure a sample leisure for the Brighton school is given, but it is not cross-referenced from the school pages and would not be found without a careful search through the contents.

## Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and generally in accordance with its publicity. Staff induction, appraisal and CPD opportunities are of a high standard. Student administration is handled with care and efficiency. Quality assurance is carried out thoroughly. Publicity is attractively presented and easy to navigate, but some aspects need to be clarified. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

R1 Classrooms, offices, common rooms and reception areas are adequate in number and provide a very comfortable environment for students and staff. The use of glass walls throughout the building adds to a sense of openness and community.

R2 The premises are fitted out to a very high standard and are well maintained. They are in an excellent state of decoration, repair and cleanliness.

R3 The classrooms are furnished in a very attractive way. There is air-conditioning throughout the building and all rooms are free from extraneous noise. However, the layout of the rooms is not flexible and in some cases rooms with the maximum number of students are uncomfortably crowded, hampering circulation by teachers and students.

R4 There is a large student common room with comfortable seating and tables where students can eat their lunch. A coffee machine and cooled drinking water are provided. There is a good range of food outlets in the immediate locality.

R5 Signage in the school is excellent with attractively presented up-to-date information and well-organised noticeboards in classrooms and common areas.

R6 The teachers' room is spacious and well equipped. It provides both a working space for preparation and meetings, and areas for relaxation and for the preparation of hot drinks.

## Learning resources

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

## Comments

R7 Both print and online materials are appropriate for the course types taught and sufficient in number for the students enrolled in the school. All students have coursebooks and workbooks included at no additional charge. Print materials are up to date and well organised. The online materials available on the in-house student learning platform (EC Online) are exceptional both in their variety and in the way that they can be tailored to individual students' learning needs and styles.

R8 There is a good range of print and online materials for teachers and they are regularly updated. They are very well organised and easy to access. Teachers have access to a number of methodology resources and published magazines; teachers are actively guided to use these resources. Digital coursebook materials are available for interactive whiteboard (IWB) use. Facilities for the production and reproduction of materials are good.

R9 All classrooms are equipped with IWBs, and teachers have received training in their use. However, it was noted that use of the IWBs is hampered by the very poor contrast of the image projected, meaning that in many classrooms where they were observed in use, students complained that they could not read what was displayed. There is an adequate number of computers both for student and teacher use. Wi-Fi is available throughout the school. Technical support is provided by EC's IT team.

R10 The student lounge, computer rooms and library are available for quiet study and self-access work. Students can access the wide range of self-study materials available on EC Online either in the self-study areas or on their own devices. The library contains a collection of useful books, graded readers, ELT reference books, DVDs and magazines related to ELT. Contents of the library are reviewed every three months and a budget is available for new acquisitions.

R12 There is an EC-wide team tasked with product development and EC Online resources are regularly reviewed, supplemented and improved, both at a global and local level. Paper-based resources are purchased as requested by academic managers and teachers.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources are well organised and well maintained; they support and enhance the students' studies. The school premises provide a comfortable and professional environment for both staff and students. *Premises and facilities* and *Learning resources* are areas of strength.

## 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 checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" 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

T1 A rationale was presented for one teacher without a Level 6 award. This was accepted in the context of this inspection in view of the teacher's significant engagement with post-school learning, including foreign language learning.

T4 Although two members of the academic management team (the DoS and one of the ADoSs) do not have TEFLQ qualifications, the overall profile and experience of the team was judged to be satisfactory. See T5 for an evaluation of the rationales.

T5 Rationales were presented for the DoS and one of the ADoSs, and both were accepted in the context of this inspection. The ADoS was recently appointed and is about to embark on a course leading to a TEFLQ award. His deployment is in areas appropriate to his qualifications status, and he receives close support and monitoring both from the DoS and the TEFLQ ADoS. The DoS has significant experience in academic management roles and does not engage in areas of work (e.g. formal observations to monitor teacher performance, or course design) for which TEFLQ status is a prerequisite.

### Academic management

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

#### Comments

T6 Teachers are allocated to courses and levels on the basis of their experience and preferences. Students normally have two teachers on the 15-hour programme, with an additional teacher for the special focus lessons if they are following the intensive (22.5-hour) programme. If possible, new teachers are paired with more experienced teachers. The academic management team see the pairing of particular teachers as an opportunity for peer development.

T8 There are effective arrangements for cover. The first layer of cover is provided by teachers already working who have available hours. There are a number of hourly paid local teachers available for short-notice cover and, for longer periods, to cover holidays. The ADoSs and the DoS are also able to cover. EC Online enables cover teachers to access the absent teacher's programme for the week very easily and absent teachers can quickly convey notes on their classes to the cover teacher.

T9 Coursebooks are used on a non-linear basis, with a particular week's unit sometimes preceding the previous week's unit. The emphasis is on covering the language and skills as noted in the course descriptors over a 12-week period, so new students can start at any point in the cycle. Course maps ensure regular recycling of language points and help students understand the process. During their induction, students receive guidance on the approach to learning and teaching followed in the school, and this helps them to integrate more easily into their classes.

T10 Guidance and support is provided by means of the teachers' appraisal/review programme and the CPD opportunities provided by the organisation (see M9). On a day-to-day basis, teachers reported that they receive excellent support from their peers and, if required, from members of the academic management team. One of the ADoSs has a desk in the staffroom and spends time there regularly to be available for teachers.

T11 All teachers are regularly observed by the TEFLQ ADoS and, less formally on a drop-in basis, by the DoS. Observation takes a variety of forms, including initial drop-in, regular formal, reactive and peer. All forms are developmental and are linked to student feedback, appraisals and teachers' personal objectives, and the CPD

programme. Teachers reported that they found the feedback received helpful. A performance improvement plan (PIP) is developed for any teacher whose performance is below standard.

### Course design and implementation

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

#### Comments

T12 The stated principle behind the EC course design, as described in the academic curriculum statement, is that of a communicative approach based around skills. The EC syllabus is linked to the Common European Framework (CEFR) performance indicators (level descriptors), and lists the skills and language students must attain, usually within 12 weeks, in order to pass to the next level. For the core lessons (held on Monday, Wednesday and Friday) these descriptors are mapped onto the coursebooks used at the different levels. For the skills lessons (held on Tuesday and Thursday), teachers are given guidance about how to deliver the CEFR outcomes, with suggestions for lesson planning and resources. The special focus classes have a separate syllabus and set of resources.

T13 The course design undergoes regular review and development: for example, last year, teachers were involved in a project to identify and then pilot a new coursebook. All schools are involved in an annual curriculum review.

T14 Student-friendly level descriptors are available on EC Online and by means of a printed sheet to go with each coursebook. Teacher-written course plans for the coming week are posted on EC Online. These then become records of work so course descriptions can be viewed by students both prospectively and retrospectively.

T15 Good attention is paid to developing study and learning strategies. On the first day of the course most students attend a lesson on 'How we learn'. Tutorials include guidance on study skills and students are recommended strategies and materials that will allow them to continue learning after their course. At the end of their course students are given a useful leaflet entitled 'The EC Guide to Continue Learning', which gives links to a variety of interesting English language resources. Students can continue to use EC Online for three months after they leave the school.

T16 Students are encouraged to access language learning opportunities beyond the classroom through assignments, social programme activities, and free workshops and 'clinics', and (in the case of longer-stay students) through engagement with local volunteer groups.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 take an online placement test either before arrival or on arrival. All students have a further speaking and writing assessment, which includes a short needs analysis. The starting level is linked to the CEFR and performance in the placement test can be compared with the test taken in the students' final week. If students feel they have been misplaced they can take a level test, once they have spoken to the teacher.

T18 The system of tests and tutorials is thorough: there are weekly assessments of students' speaking skills, motivation, participation and homework. Student progress is assessed more formally every six weeks, by means of an online proficiency test. Tests are taken and marked using EC Online; the programme provides feedback on strengths and weaknesses, and sets follow-up tasks. Following the test there is also a face-to-face tutorial when objectives can be set and further activities recommended. All students have regular tutorials and maintain a personal learning plan. The exit test involves taking the same test as the placement test and scores are compared. Any students not making progress after 12 weeks (when they would normally go up a level) are given additional support.

T19 Information on examinations is given at induction, and is available in the student handbook and on the website.

The school provides a handbook for each public examination and advice about preparation and entry. Barrier tests are used and advice and support are provided by the DoS and ADoS.

T20 To be eligible to move up to the next level, there are requirements in terms of level and attainment. The pass mark in the test is stated as 80 per cent, but if a student has between 70 and 79 per cent they can be moved to the next level based on the teacher's recommendation and the students' marks for participation, motivation and completed homework. The criteria are easily accessible to staff and students.

T22 One of the ADoSs runs a regular support group for the academic year students, which is well attended. A significant function of the support group is to help with progression routes. An external consultant visits the school every two weeks to give information and advice on entering mainstream UK education.

### Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	All except one-to-one classes
Comments	
None.	

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 showed a good knowledge and awareness of language systems and in most cases provided excellent models for the students. In weaker lesson segments observed, models sometimes included faulty stress or intonation patterns.

T24 In the core sessions observed, the content of the lessons met the needs and interests of the students. However, in some of the special focus classes there was a clear mis-match between the aims and content of the class and those advertised, and for which the students had enrolled.

T25 Aims, outcomes and activities were made clear to the students at the start of the lesson. The lessons were well staged, well timed and coherent. Reference was made to the intended aims and outcomes during the lessons.

T26 A range of appropriate techniques was observed: for example, eliciting ideas from the students, vocabulary building and extension, use of visuals in different formats, and an appropriate use of games to keep the students alert and focused. There was good use of introductory activities to engage the students with the topics covered in the lesson. In weaker segments, teachers had a limited range of techniques for teaching and supporting the learning of vocabulary ('what does x mean?').

T27 In smaller classes, teachers arranged seating to maximise interaction. Varied interaction patterns were observed; pair and group work were used very effectively. Students were moved around so that they worked with different partners. Excellent use was made of the IWB and the conventional whiteboard to illustrate and check understanding; this included students using the IWB.

T28 There was active monitoring of pair and group work – often light touch, but effective. Useful feedback was provided on pronunciation. Good attention was paid to the correct use of target language, and examples of self and peer correction were seen. Students were appropriately praised for correct usage

T29 Teachers evaluated learning throughout the lesson by close monitoring and recapping at various stages, including at the end of the lesson. Evidence was seen of the revision of language learnt the previous day.

T30 The atmosphere in all classes was positive and purposeful; students were engaged and participating well. Almost all teachers had good presence and inspired confidence. They used nomination well to include and encourage students and to address the needs of individuals as well as the group. Differentiation strategies were used effectively and discretely. There was no evidence of students using their first language.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority of lesson segments being either excellent or good. Knowledge of the linguistic systems of English was generally sound. Lesson content in the core classes was appropriate for the needs and cultural backgrounds of the students, and led to relevant outcomes; however, there were significant issues about the focus and aims of some of the special focus classes. Techniques were varied and appropriate in most cases. Students were fully engaged and received appropriate feedback. Learning was supported by recapping and review. Teachers ensured that there was a very positive learning atmosphere in all classes.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given excellent support to ensure their teaching meets the needs of their students. Programmes of learning are well managed, and there are efficient systems for testing and monitoring progress. The teaching observed met the requirements of the Scheme. *Academic management, Course design, and Learner management* are areas of strength.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 There are very good systems to ensure the safety and security of students on the premises. Measures include a fully-staffed reception desk at the entrance, CCTV, keypad entry for internal doors, outside patrols at breaktime and clearly identified fire exits. Staff wear photo identity lanyards; visitors are required to sign in and to wear an identity lanyard. Detailed risk assessments of the premises have been conducted and are regularly updated. Fire alarm tests take place every week; fire evacuation drills take place quarterly. All drills and tests are logged. There is a detailed crisis management procedure in place.

W2 The school provides high levels of pastoral care with all staff taking responsibility for the students' well-being. The AWM, and the team of three SSCs are all very proactive in their pastoral role and have received appropriate training. Student welfare is discussed at regular meetings and is carefully explained at induction and welcome meetings. There is special provision for the care of students aged under 18, including a signing-in system, identification on registers and active monitoring. A room is available for prayer.

W3 The CD, the DoS and the AWM are identified at the welcome talk and in notices (with their photographs) around the school as having special responsibility for the welfare and safeguarding of all students. In practice, students reported that they can approach any member of staff. The school also has designated student ambassadors (long-stay students), who can give advice and support to new students.

W4 The school ethos puts emphasis on mutual respect of all in the school. There are sound policies relating to harassment and bullying and the school has an appropriate Prevent policy. These policies are made available to students in an accessible manner, in the student handbook and via well-worded posters.

W5 All students are given the 24-hour emergency number in advance of their arrival and again at the welcome meeting. The emergency phone is shared on a rota system. Students at the focus group meeting for under-18s confirmed that they were instructed to enter the emergency number into their phones.

W6 Information about public transport to the school and to the accommodation is given before arrival. It is very clear and is personalised for individual routes. Transfers are arranged using a reputable company whose drivers are DBS checked; they are instructed to wait for late show students and have direct contact with the school's emergency number.

W8 Information is given about the students' rights regarding medical and dental treatment through the NHS, and the availability of local services. Students are also encouraged to seek help from EC staff if they wish to consult a

medical or dental practitioner.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school offers three types of accommodation: residences, shared houses and homestay. One residence is designated 'superior' and one 'comfort'; the shared house is designated as 'standard'. The comfort residence and the shared house are used exclusively by EC Brighton. The homestay is arranged and managed by the school and is located within a 50-minute journey time of the school, with the majority being within 30 minutes. The residence and shared house are located within a 15-minute journey time of the school. One inspector visited the 'comfort' residence (and met the residence manager), the shared house and three homestay providers, two of whom were hosting 16 and 17 year-olds.

#### Accommodation: all types

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

W9 All three hosts visited comfortably met Scheme requirements, were very welcoming and showed a good understanding of the needs of international students. They had worked with the school for some time and clearly had a good working relationship with the school. Students in the focus groups were very satisfied with their host families. Both the residence and the student house are of a high standard. In the residence, students are accommodated in single ensuite rooms with a spacious and well-equipped communal kitchen and laundry facilities. In the student house students are accommodated in single or twin rooms with shared bathrooms and have use of a communal lounge and kitchens. There is a good internet connection throughout both residences. Live-in managers are on site for both properties.

W10 All accommodation is inspected by the AWM. Special attention is paid to the completion of annual gas safety checks and fire risk assessments. The 'Homestay Manual' gives very clear advice and guidance on how to complete these assessments.

W11 All homestay providers have to re-register each year. The AWM visits any homestays where there have been significant changes. All homestays are visited at least every two years. Residences and student houses are visited more frequently. The proforma used to record information is comprehensive and well designed.

W13 Students and hosts are provided with comprehensive information prior to arrival, including personalised descriptions of the hosts and their families, information on the local area and a description of the journey between the accommodation and the school, with pictures to indicate bus stops where appropriate.

W14 The AWM is introduced to students at the welcome meeting and her picture is prominently displayed around the building together with other members of the accommodation team. The AWM is very accessible to all students, and takes particular care to have a regular weekly face-to-face meeting with the under-18s. Initial feedback is collected and any problems are dealt with promptly. Comprehensive end-of-course feedback is also collected and responded to.

#### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

W17 Comprehensive documentation and guidance is provided for homestay hosts setting out the contractual aspects of the relationship between themselves and the school or agency. The 'Homestay Manual' provides very useful further information and advice on looking after the students. All the homestay hosts visited commented on the clarity and fairness of the arrangements and the availability of the AWM.

#### Accommodation: residential

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

#### Comments

W22 The residences are cleaned once a week. This includes all communal areas, the kitchens and student rooms. Bed linen is changed once a week. Towels are provided.

#### Accommodation: other

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

#### Comments

W24 The AWM and other student services staff can give information and advice to students on the implications of living in their own accommodation. There is a leaflet available to support this advice and a detailed questionnaire to ensure any students considering this option are made aware of the implications.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 As part of the welcome pack, students are given information about local events, the current social programme, and some recommended excursions. In addition they have a 'Living in Brighton' presentation, supplemented by information about a range of leisure opportunities and special events in the city. During the welcome meeting, the students are introduced to the SSC with responsibility for the social activities; he is based at the reception desk and therefore easily available for any student enquiries about social events.

W27 The school offers an excellent range of extra-curricular leisure opportunities. These include sports, quiz nights, films, dinner clubs, visiting speakers, as well as free English practice sessions. Weekend excursions are organised by an external company. On the first Sunday new students meet a member of staff for brunch and conversation, followed by a walking-tour introduction to the city; the tour is repeated for other students on the Monday. The SSC responds to feedback from students and holds regular focus group meetings.

W28 There are detailed risk assessments for all activities. However, these have not been used to inform guidelines about what to do if something goes wrong.

#### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. The homestay and residence accommodation, both of which are arranged directly by the school, are of a very high standard. The management of the accommodation systems works to the benefit of students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

## 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

The school enrolls students aged 16 and 17 on its adult courses; there were 32 enrolled at the time of the inspection. In addition, closed groups of students aged 12 and over are accepted throughout the year; there was one group of ten Russian students enrolled at the time of the inspection. At peak times there are 77 under 18s.

C1 There is a set of safeguarding policies for the organisation. They include sections and documents on: the need for named staff in each centre; the roles and responsibilities and training of staff; safer recruitment procedures; policies on bullying and harassment; the organisation's Prevent strategy; its e-safety policy; accommodation arrangements; reporting of absence; the need for rules and curfew times for students under 18. At EC Brighton the CD is the designated safeguarding lead (DSL) responsible for implementing the safeguarding policy and for responding to any child protection allegations. The DoS and the AWM are able to cover as DSL if the CD is absent.

C2 The CD, the DoS and the AWM are trained to specialist level. All staff take an online course in safeguarding to advanced level, and one in Prevent; both are run by a specialist training company. Comprehensive guidance on safeguarding issues is provided to homestay hosts, all of whom are asked to take an online basic awareness safeguarding course. Group leaders accompanying the closed groups of young learners are given detailed information on their safeguarding responsibilities.

C3 This criterion is just met. Publicity does not currently give a full description of the level of care and support given to students under 18. The 'parental authorisation form' for students aged 16 and 17 attending an adult programme gives some information about the level of supervision and care given to students under 18. However, some information is not included: for example, the fact that students are responsible for buying their own lunches. Inspectors were shown a draft of revised copy for the website which gives a clearer description of the level of care.

C4 All teachers and staff who may have contact with under 18s are DBS checked and two references are requested and filed for new employees. Homestay hosts and any adults in the house are DBS checked. The school has introduced procedures for obtaining references for all recently recruited hosts, but has not yet received many completed forms. Group leaders have to supply police checks.

C5 Students on the year-round closed groups for young learners are located in a separate part of the school with controlled access, separate break times and use of designated toilets. Group leaders, as well as the EC staff, ensure that these arrangements are effective.

C6 Students aged 16 and 17 enrolled on the adult courses are informed of what they can and cannot do outside scheduled lessons and activities. They are monitored by the AWM, who holds regular meetings with them to check on their welfare and to offer them the chance to disclose any concerns. On their first day students are given information in a leaflet: *Information for Young Adults*. This provides some details about rules and curfew times, and students are asked to sign to say that they understand and agree to these rules. A variety of parental authorisation forms is used, two provided in-house by EC and others by individual agents. However, the information requested with regard to medical details and the level of supervision outside scheduled lessons and activity times is sometimes inconsistent.

C7 Unless they are living with a parent or guardian, all students aged under 18 are required to live in a homestay arranged by the school.

C8 Most bookings are made through agents, but the school receives details of parents' telephone numbers before arrival via the parental authorisation form.

### Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, during out-of-class activities and in their accommodation. The information requested on the parental authorisation forms is sometimes inconsistent.

