

Organisation name	EC Brighton
Inspection date	18–20 October 2022

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W11, W26, S3 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited EC Brighton in October 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This large private language school offers courses in general English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of academic staff profile, academic management, course design, learner management and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

EC Brighton is part of the EC group of schools, which has language schools in the UK and overseas. Its first school opened in Malta in 1991, where it has its operational headquarters. EC Brighton was established in 1983 (as the House of English) and became part of the EC group in 2002. This inspection was part of an inspection of all five UK EC schools and of the UK head office in London.

The school is based in central Brighton and offers courses mostly for students travelling from overseas, aged 16 and over.

Since the last inspection a new centre director (CD), director of studies (DoS), assistant director of studies (ADoS), two student services coordinators (SSCs) and customer support assistant have been appointed.

The inspection was carried out by two inspectors and lasted two and a half days. The inspectors had meetings with all of the staff mentioned above. Separate focus group meetings were held with the teachers and students. Of the 15 teachers timetabled during the week of the inspection, 14 were observed. One inspector carried out remote visits to two homestays.

## Address of main site/head office

Dolphin House, Manchester Street, Kemptown, Brighton BN2 1TF

## Description of sites visited/observed

The school is situated close to the town centre and the sea front. There are four floors. On the ground floor there is a reception area, academic, accommodation and centre director's offices, a library, and a student common room. The first floor is unoccupied, 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 common area on each. The teachers' room is on the fourth floor. Most of the 18 classrooms accommodate 15 students, but some are smaller, and there are two one-to-one rooms. There are toilets on every floor.

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

## Comments

Students aged 16 and 17 are enrolled on adult courses. The majority of courses run are in general English, which can include preparation for externally validated examination courses. A number of general English students are long stay and may switch between courses during their stay. 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) were accepted during the academic year on a tuition-only basis until October 2022, but will not be accepted in the future.

## Management profile

The school is managed by the CD with support and oversight from the EC head office. In addition, the CD works alongside the DOS and ADoS who manage the academic programme, and SSCs who coordinate accommodation

and the leisure programme. The CD takes responsibility for operations, premises, welfare and for the safeguarding of under 18s.

### Accommodation profile

The school offers homestay accommodation, half of which is provided and managed by the school and half by an agency registered with the British Council. The school also offers residential accommodation, which is provided and managed by an agency registered with the British Council. Under 18s are accommodated in homestays with half board.

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals, and their publicity. The structure of the organisation is established, but the number of non-teaching staff is insufficient for the provision. However, communication is very good and student administration is carried out efficiently and effectively.

#### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant 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 students and staff where needed.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which meets the courses offered and needs of students very well. Course design and learner management are highly effective. Teachers receive very good support, and courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

#### Welfare and student services

The provision meets the section standard. The provision generally meets the needs of the students for security, pastoral care, information, and leisure activities. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation.

#### Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not 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.	Met

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

### Comments

M1 There is a clear well-established mission statement which is visible throughout the school and made known to students and staff. In addition, the organisation has developed a new set of values through a process that included considerable input from a range of stakeholders.

M3 The structure of the organisation is clear and is communicated to students and staff through handbooks and noticeboards. However, the management and administration structure is very light, and there are not sufficient staff to consistently deliver provision across all school services all year. In addition, cover of non-teaching areas is not sufficient.

M4 Excellent communication channels are in place in the form of meetings, social media and digital communication tools. As a result, staff and students are very well informed and highly engaged.

### Staff management and development

	Met
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.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

### Comments

M8 HR policies and practices are implemented and made known to staff very effectively through staff handbooks and an HR information system which is accessible to management and staff. The HR systems that are in place contribute towards staff feeling valued and supported.

M13 Continuing professional development (CPD) systems are integral to the running of the school. All staff are engaged in targeted and appropriate CPD as participants, as well as being encouraged to lead sessions in their own specialist areas.

### 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.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

### Comments

M14 Inspector observations and student feedback confirmed that staff are very courteous and provide excellent customer service.

M15 There is good information available on the MyEC platform and in the student handbook ensuring that students are well briefed about courses and their stay before arriving in Brighton. Students then receive excellent ongoing advice during tutorials or from the front-of-house team.

<b>Publicity</b>	<b>Met</b>
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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

Publicity consists of two websites, one for agents and tour operators, the other for students wishing to book directly. In addition there is a brochure which is translated into eight languages. The websites and brochures present the EC group as a whole, and also have school-specific sections. The school has a presence on social media channels, which are occasionally updated with photographs from school events.

M22 The leisure programme advertised on the website does not make it clear which activities are run by third parties. In addition, some of the leisure opportunities advertised on the website at the time of inspection were not running.

M23 All information is well written, in highly accessible error-free plain English.

M26 There is not a sufficient description of the limits to the supervision of under 18s, including information about travel to and from school and supervision arrangements on the leisure programme.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Met</b>
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### **Comments**

P5 Signage and noticeboards are clear and consistent. They reflect the school's branding and are visually attractive.

<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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
P7 Learning resources are very well organised and there is a good range and number of core and supplementary materials in hard copy and electronic format. The needs of students are well met by the resources available.	

## Teaching and learning

<b>Academic staff profile</b>	<b>Area of strength</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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

<b>Comments</b>
T1 One member of the academic staff did not have a level of education equivalent to a Level 6 qualification. A rationale was provided and accepted on the basis of their current level of study.
T2 Of the 15 teachers working during the week of the inspection, six were TEFLQ, eight were TEFLI and one did not hold a qualification that meets Scheme requirements. A rationale was provided and accepted on grounds of experience, qualifications and plans in place to support the teacher.
T3 There is a broad range of skills and experience in the teaching team, which the academic management team have a very good awareness of. The skills in the team meet the needs of the learners very well.
T4 Both members of the academic management team are TEFLQ with extensive experience. They have a diverse range of relevant teaching, management and training experience to fit the profile and needs of the courses which the school runs.

<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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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

<b>Comments</b>
T8 Continuous enrolment is integral to the programme and the curriculum. Structures are in place to support continuous enrolment and teachers are given support through induction and handbooks. Teachers are also given the flexibility to adapt the syllabus and their weekly plans to meet the needs of their students.
T9 Teachers are supported on a day-to-day basis by the DoS and ADoS who have a range of skills and expertise between them. They ensure that they are available to support and guide teachers, and this was reflected in comments from the teachers' focus group meeting.

T10 Observations are central to the teachers' professional growth at the school. All teachers are observed frequently, and the focus of observations is varied. Records of feedback are detailed, and teachers reported that the process was very useful and developmental.

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

#### Comments

T11 There is a clear set of principles behind the course design, and, consequently courses have a clear rationale. The syllabus is coherent and comprehensive, linked to external learning outcomes and provides sufficient detail for teachers. In addition, teachers receive clear guidance on the course rationale in writing and through induction.

T13 Course outlines, maps, planners and outcome descriptors are available to students and are related to lesson objectives which are highlighted in every class, meaning that students have a clear understanding of their position on the learning journey.

T14 The school has identified language areas where students would benefit from additional support and has developed free-of-charge sessions to address these needs. These sessions offer students excellent opportunities to develop their language further in addition to their regular classes.

T16 Students are actively encouraged to use the local area to enhance their learning experience and develop their language skills during their induction and through their classroom teachers.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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 Placement testing is carried out highly effectively through online tests carried out in advance and oral interviews which are led by experienced team members with excellent knowledge and understanding of class levels.

T18 Excellent monitoring and tracking of student progress takes place via MyEC. Most students engage with the platform so that both teachers and students have a clear idea of levels of progress and achievement, strengths, challenges and strategies for further improvement.

T19 Excellent student support is available to students through a well-thought-out system. Students who are not progressing are identified by their teachers, and are then supported by the academic management team. The process is well documented to ensure that students are aware of their own learning needs and progress.

#### Classroom observation record

Number of teachers seen	14
Number of observations	14

Parts of programme(s) observed	General English, exam classes, special focus classes.
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**Comments**

14 of the 15 teachers working during the week of the inspection were observed.

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

**Comments**

T23 Oral and written language were clearly and accurately modelled and explanations were clear and suitable for students' levels. Teachers demonstrated a good knowledge of linguistic systems.

T24 Detailed student profiles demonstrated a very good understanding of students' needs and interests. Lesson plans were written to accommodate student needs very well, and also included well-thought-out anticipated problems and related solutions, ensuring that a range of considerations was taken into account.

T25 Lessons were carefully planned around relevant learning outcomes. There was a coherent set of activities planned around a single topic and the link between the aims and activities was clear. Learning outcomes were frequently referred to during the lesson.

T26 Overall, a range of techniques including mime, prompting, elicitation and effective questioning was used well. There was a strong focus on developing sub skills.

T27 Overall, the classroom environment was well managed with appropriate seating, clear instructions and good use of audio-visual resources including the interactive whiteboard. Furthermore, there were examples of the use of students' devices and social media platforms to enhance learning. In a minority of cases, boardwork was unplanned and not very well organised.

T28 In general, feedback was useful and targeted, and resulted from some very effective monitoring. Feedback and correction were appropriately varied, and praise was used effectively. There were some missed opportunities for the correction of pronunciation.

T29 Lesson activities were focused on building towards the aims and learning outcomes. As a result of this, the evaluation of learning was integral to lessons and activities. Most classes included a reflection at the end of the lesson which included reference to learning outcomes.

T30 There was an excellent learning atmosphere in classes which was engendered by the personalisation of the lesson, high levels of student talking time, and the focus on a warm, friendly, relaxed but challenging dynamic.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and ranged from excellent to good against the criteria, with the majority being good or very good. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs and cultural background of the students, and led to well-thought-out learning outcomes. Techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were multiple opportunities to evaluate learning in all lessons and plans. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

**Welfare and student services**

Care of students	Met
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W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Strength
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 Provision generally ensures the safety and security of students. However, not all fire risks have been adequately assessed, for example, fire doors being kept open.

W3 Students receive a very good level of pastoral care, and it is clear on notices who they can approach with problems. Students commented on the caring attitude and approachability of staff. Under 18s receive additional attention.

W4 There are very comprehensive policies and procedures to promote tolerance and respect and there is an emphasis on mutual respect throughout the school. Information is clearly presented on posters and in the student guide and there are strict disciplinary procedures in place for any infringements of the code of conduct.

W7 Very good, clearly presented advice on all relevant aspects of life in the UK is available in the student guide and also from staff. Essential information is widely displayed on noticeboards.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 Gas safe checks are not in place for some homestays and fire risk assessment records have been misplaced.

W12 The confirmation of the booking gives very full information about the accommodation with the addition of a household and local area description for homestay accommodation.

W13 The school and the agencies are in regular contact and if problems arise, solutions are quickly found, which was confirmed by students' comments.

W14 Both the agency and the school provide very clear guides, information and support to ensure that accommodation providers are fully aware of the conditions.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All the criteria in this area are fully met.

#### Accommodation: other

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

#### Comments

The relevant criterion in this area is fully met.

#### Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W26 Risk assessments for events on the leisure programme do not cover specific risks and there are no risk assessments for class trips to outside places of interest.

### Safeguarding under 18s

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

#### Comments

There were 14 students aged under 18 at the time of the inspection. During the peak week in July, 33 students out of a total of 227 were under 18.

S1 There is a group safeguarding policy, which covers the required items, but the school's designated lead and officer are not named in the policy. The policy states that this information is available on the website and in the school. Although this information is available in the school, it is not on the website. During the inspection this was rectified and is no longer a point to be addressed.

S3 The consent form does not make it clear that some leisure activities are organised and supervised by external organisations. Parental consent is required for each excursion provided by the external company, but parents are not made aware that this consent waives all responsibility for any supervision of their child.

S4 Two references are required, but references for staff do not include a comment about suitability and records of references for homestay hosts have been misplaced.

### 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	1986
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	EC English schools in Bristol, Cambridge, London and Manchester
Other related non-accredited schools/centres/affiliates	Schools in the US, Canada, Malta, Ireland and South Africa. EC Virtual.

### Private sector

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

### Premises profile

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

### Student profile

At inspection	In peak week (2022): July (organisation's estimate)
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<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	142	227
Full-time ELT (15+ hours per week) aged 16–17 years	14	33
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>156</b>	<b>260</b>
Junior programmes: advertised minimum age	N/a	16
Junior programmes: advertised maximum age	N/a	19
Junior programmes: predominant nationalities	N/a	Austrian
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–50	16–50
Adult programmes: typical length of stay	12 weeks +	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Swiss, Brazilian, Turkish, Japanese	Saudi Arabian, Swiss, Brazilian, Turkish, Japanese

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	22
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

#### **Academic manager qualifications profile**

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

#### **Comments**

The ADoS provides occasional cover and was teaching 7.5 hours during the week of the inspection.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	14

#### **Comments**

A rationale was provided and accepted for the teacher without an appropriate ELT/TESOL qualification.

#### **Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)
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Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	68	13
Private home	0	0
Home tuition	0	0
Residential	33	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	41	0
Overall totals adults/under 18s	142	14
Overall total adults + under 18s	156	