

Organisation name	EF Brighton
Inspection date	20–21 April 2022

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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 S1 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

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

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

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, there is a need for improvement in Publicity.

Introduction

EF Brighton is part of the EF Education First group, which was established in 1965 and had its headquarters in Switzerland. In the UK, there are schools in Bournemouth, Brighton, Bristol, Eastbourne, London, Manchester, Oxford, and Cambridge. Two of the schools – in Bournemouth and Eastbourne – offer both adult and junior courses. All of these centres are accredited. A central management team monitors and provides support to the UK schools with centralised policies and systems which are applied across the UK centres.

The school offers open enrolment courses in general English and examination preparation to adults (18+) and young people (16+) in school premises and online.

The inspection took the equivalent of two days. Due to the global pandemic, the inspection was conducted remotely.

The two inspectors held meetings with the school director (SD), the director of studies (DoS), the assistant director of studies (ADoS), two student services managers (SSMs), the activities manager, the facilities manager and the residence manager. A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed.

Inspectors viewed a recorded video tour of the premises and facilities and were also given live video tours of the school and school's residence. One of the inspectors spoke to one homestay, who gave him a video tour of the home.

Address of main site/head office

1–2 Sussex Square, Brighton BN2 1FJ

Description of site observed

The school occupies a large Regency building in a residential area of Brighton, about 15 minutes' walk from the city centre. There are five floors. The reception, accommodation and academic offices and a large classroom are located on the ground floor. A staircase leads down to the basement, where there are classrooms and the staff room. The activities' office, cafeteria and student lounge are located on the first floor. Classrooms, a prayer room and computer room are located on the third and fourth floors. There are water dispensers and toilets throughout the building.

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 checked="" 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

The school offers year-round general English courses for adults and young people (16 and 17 year olds) as well as examination preparation courses.

All courses include general English lessons, project sessions which can either take place in the classroom or as a self-study component, and lectures which are in addition to the general English component and can be either face-to-face or online. A variable number of special interest lessons (SPINs) are also included and examination preparation courses take place in these sessions. SPINs are also either face-to-face or online.

Management profile

The school is managed by the SD, who is supported by four main staff: the DoS who is responsible for all academic matters; two SSMs who have responsibility for welfare, administration and accommodation; and an activities' manager, who manages the leisure programme. There was an interim SD over the summer to cover the period between the previous SD school director stepping down and the current SD taking over seven months ago. The current SD was the previous academic manager at another EF school. The ADoS covered academic management over the period last summer when the school was without a qualified DoS. The current DoS took up the post six months ago. The other managers have been recruited and taken up their posts in the last 2–4 months.

Accommodation profile

Homestay accommodation on a half board basis in twin rooms is included in the cost of the course. Single rooms are available at an additional cost. Residential accommodation managed by the school, is also offered at an additional cost on a breakfast only basis in single, twin, triple or quad rooms. Students aged 16 and 17 can select either option.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision, despite many recent key changes, has continued to operate to the benefit of the students, and in accordance with the provider's clear and well communicated goals, and values. Although publicity is generally well presented, there are several areas that require attention. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A wide range of well-organised learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient day-to-day 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The provision meets the needs of students for security, pastoral care, information, and leisure activities. Students benefit from well-managed out-of-class activities. Most aspects of accommodation are managed satisfactorily, although checks on homestays and information provided to students in advance need to be improved.

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 leisure activities and accommodation.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

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

M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a very clear statement describing the goals and values, which is expressed across a range of documents and in publicity material. The core values inform policies and procedures and have clearly influenced decision making at the school. An annual 'road map' which focuses on plans for the development of the school in consultation with head office is prepared. Due to the pandemic the focus has been on short-term plans, rather than longer-term objectives. The structure for the school is clearly documented and despite the recent changes in all key management posts, continuity has been ensured. Reporting lines are clearly expressed in the organogram. Effective communication takes place both within the school and with HO and the wider organisation. All meetings are minuted, whether online or face-to-face. There are regular worldwide and UK conferences and training events. These, and all-schools' social and sporting events offer opportunities for informal channels of communication between managers and staff across the organisation. Student feedback is collected electronically at several stages of the student journey and actions are recorded. Staff are asked to complete an anonymous questionnaire annually and can also give feedback during weekly meetings. The school reviews policies and procedures on an annual basis, although not all points to be addressed from the previous inspection have been satisfactorily dealt with.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Not met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Staff handbooks contain a full range of HR policies, and all sampled documents were in place. Although generic job descriptions are in place for all staff, contractual differences and specific post holder responsibilities, including safeguarding roles, are not detailed. There are effective recruitment and selection procedures, and all staff files are complete. There are company-wide generic induction checklists. However, teachers reported that they did not feel fully prepared after their inductions, and there was no evidence of specific procedures for administrative or student services roles. Appraisals are carried out for all staff and include clear objective setting and there are effective procedures to ensure continuing professional development of all staff.

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

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not 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

The EF customer service promise is included in handbooks, staff receive training in customer care, and feedback from students was generally positive. Information and advice on courses is provided by EF sales teams pre arrival and by staff at the school during their stay. Enrolments are carried out centrally and any subsequent issues are handled with sensitivity at school level before referring on to head office. Records of payment and course details are complete, up to date, and easily accessed. Although there is an attendance policy, the procedures are not made clear to staff or students. Conditions under which a student may be asked to leave the school are made clear in the student code of conduct and in the students' handbook. There is a clear complaints policy and a record of follow-up action taken in response to complaints received.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Not met

Comments

The main medium of publicity for the school is the centrally produced global brochure which is used by overseas sales teams. The brochure contains a digest of information on EF Brighton, including captioned photographs of the premises and the city, as well as the range of courses offered, accommodation, facilities, and package prices. Similar information is also provided on the EF UK website which has a link to EF Brighton. The school also manages its own social media platforms to provide information on school activities.

Information about all schools and courses is generally clear and accurate. Regarding Brighton-specific information however, the brochure describes the centre as 'Our spacious campus', which implies more than the reality of one building with outside space limited to a balcony and small basement patio. The language used is largely clear and accessible, and translations are available in a wide range of languages. While most information on courses is provided, in many cases this is not easily accessible or is insufficiently visible as it is only given on the enrolment page which is in very small print. The number of SPIN classes promoted does not reflect the reality of what is available at the school. Information on public holidays is confusing and it is not made explicit which elements of the courses are taught and which are online. The maximum class size is not reported on the individual school pages of the brochure or website but is covered under a section called "Small class sizes" where it is stated as being a maximum of 17 students. However, elements of the course exceed this number, particularly with online lessons. Most fees for tuition are provided but prices quoted on the website for general and intensive English courses are incorrect. Information on the website about EF Brighton does not make it clear which leisure activities are included in the cost of the course. Examination fees are not given and the costs of course materials is not easy to find. A description of the level of care given to under 18s is provided in the brochure. However, consent forms, which are designed centrally, are written in very dense, legalese language and although translations may be available, parents sign the English version. Relevant items are covered, but parents are required to sign a waiver of responsibility under a very complex set of conditions as stated in the form. Descriptions of accommodation are generally accurate and descriptions of staff qualifications are acceptable. In the brochure the accreditation marque only appears on accredited centres, not on centres that are not accredited. However, on the website the marque does not appear at all. An incorrect accreditation marque is used on a number of publicity materials.

Premises and resources

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

Comments

A full-time facilities manager ensures that the premises are maintained to a very good standard and provide a comfortable environment. The classrooms are all an adequate size, light and airy. There is a comfortable student lounge and other seating areas around the building. Hot and cold food is prepared and served in the cafeteria and water is freely available. Signage is good and there are large noticeboards in classrooms and common areas. Sufficient spaces and facilities are available to staff and for teachers to carry out their tasks.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Core EF materials, including printed coursebooks and workbooks used on general English courses, are made available to students. Students on examination courses receive a coursebook of the teacher's choice. Additionally, there are extensive online materials for students to use including 'campus learning' digital resources. Materials for teachers include PowerPoints, project suggestions and additional in-house created materials for SPIN classes. There is a wide range of supplementary material available, and resources are well organised. Technology including projectors is available and widely used in all classrooms and a number of laptops are also available for staff and students. The digital campus is the main tool for independent learning offered by the school. Guidance is provided at induction and in tutorials, and the DoS is available should students require additional help. Materials are reviewed during teachers' meetings and feedback is passed on to central office and to the academic research and development team in Switzerland.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

All except one of the academic staff have a level of education normally represented by a Level 6 qualification. The rationale within the context of this inspection for that teacher was not accepted. One rationale within the context of this inspection was accepted regarding a non-standard ELT/TESOL qualification. The teaching team has an appropriate range of experience, and the DoS is also suitably qualified. A rationale within the context of this inspection was accepted for the ADoS.

Academic management

T5 Teachers are matched appropriately to courses.

Met

Met

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.

Met

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.

Met

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

Met

T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Met

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.

Met

Comments

Teachers are suitably matched to courses according to their experience and professional development. Procedures for the effective timetabling of classes are in place and cover arrangements are satisfactory. There are procedures to deal with continuous enrolment. There are arrangements in place, led by the DoS, to provide day-to-day support for the teachers and the arrangements for observing and monitoring teachers are effective. Observations include feedback on areas for development and links to the continuing professional development programme.

Course design and implementation

Met

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Met

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Met

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.

Not met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.

N/a

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.

Met

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Met

Comments

The EF Method, used by all EF English language schools, is based on current language learning theory and research. The system is clearly described in documents including the teacher manual and both online and face-to-face training opportunities. Materials include coursebooks, PowerPoints, teachers' books, and online applications, which cover the six Common European Framework of Reference (CEFR) levels (A1 to C2). Each level consists of six units, with one unit forming the basis for one week's work. Course design is reviewed by the academic research and development team in Switzerland, informed by visits to and feedback from the schools, and drawing on information given in a needs analysis questionnaire completed by students pre arrival. Teachers' books suggest lesson guidelines and course outlines for general English courses are provided in the coursebook. Although there are student versions of the syllabuses, these are kept in the academic office and students need to request to see them. The weekly schemes of work prepared by teachers for planning purposes are not shared with students. Study and learning strategies are a core feature of the EF Method: students are introduced to the online learning platform during their induction and teacher-led online projects and self-study sessions form part of the weekly programme. Students also have access to online learning resources after their departure. The EF 'Immersion Challenge' allows teachers to create interactive team activities for students outside the classroom. Weekly lectures delivered by teachers or guest speakers also provide opportunities for students to develop their knowledge of local culture and the further acquisition of language.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All students complete an online placement test prior to arrival, followed by a speaking test on their first day at the school. Teachers assess students' performance and participation in class every week and monthly tutorials set learning targets. Progress tests are administered every six weeks and all students complete an end-of-course proficiency test. Procedures for changing level are made clear to students and managed effectively by the DoS, as is advice on entering mainstream education. Students can also access the EF university counselling and placement services at an additional cost. Examination courses run throughout the year and advice and guidance is available from the academic team. All students receive an end-of-course report and certificate.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	General English and special interest (SPIN) classes

Comments

Each teacher was observed once by one of the inspectors.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers produced accurate and clear models of spoken and written English and in most of the segments seen provided clear explanations of grammar and vocabulary.
T24 Lessons were generally well planned, catering to the range of levels within the group. The content of most lessons took account of the class and students' profiles.
T25 Although relevant learning outcomes were generally achieved through a logical and coherent sequence of activities, the outcomes were not always expressed in plans or made known to students.
T26 In the majority of segments a range of teaching techniques was used effectively including nomination, elicitation and concept checking.
T27 Teachers handled audio and visual equipment confidently, used boards effectively and managed a variety of student groupings well.

T28 Plans included feedback and correction stages. Effective on the spot correction and positive feedback was evident in most lessons.

T29 Lesson plans were well staged and included activities to check that learning was taking place.

T30 On the whole, teachers created a positive learning atmosphere and students were generally motivated and engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Almost all teachers demonstrated sound knowledge of the language and most lessons took course objectives and the students' profiles into account. Lessons were logically staged, but the outcomes were not always made clear to students. For the most part, a range of teaching techniques was used effectively, the classroom environment and resources were managed well, and feedback was appropriate. There was a positive learning atmosphere and students were fully engaged in most lessons.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Both the premises and student residence managed by the school have annual risk assessments and provide a safe and secure environment for staff and students. Efficient procedures are in place to ensure fire safety and regular drills take place. The central emergency plan has been adapted to cover specific risks in the school, but staff and students were not made aware of relevant procedures in place in the event of an emergency. Pastoral care is well covered and the school actively promotes tolerance and respect through a variety of policies. The school's emergency telephone number is widely available and students are encouraged to enter it into their phones during the first day welcome meeting. The information on independent travel to the school from points of entry to the UK is provided by EF international sales teams. This includes very approximate prices of travel to Brighton but insufficient guidance on transport routes or links to the operator's websites. Students do, however, receive good advice on aspects of life in the UK, both before arrival and during their stay. Information on health care can be found in a number of student documents and several staff at the school and residence have first-aid training.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
Centrally produced minimum standards guidelines clearly set out the requirements for accommodation. Homestay providers are given handbooks where requirements are clearly stated and the residence managed by the school is well maintained and offers a range of room types and facilities. However, it is not clearly stated that bunk beds are used for most adult students in the residence. Cleaning arrangements are not made entirely clear in the homestay guide but arrangements in the residence are entirely appropriate. Records of homestay re-visits were incomplete and the gas certificate in two homestays, each hosting three students, had expired. There are effective procedures in place to resolve any problems students may encounter and booking and cancellation terms and conditions are made very clear. Homestay manuals provide useful guidelines on the provision of meals and students in the focus group commented favourably on the breakfast provided at the residence.	
Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
Agreements with homestay providers and the homestay handbook ensure that all the criteria in the above area are 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	
Information on the implications of privately rented accommodation is available from the customer support team at the school.	
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
Students are provided with a wealth of information on local events and activities. Information, leaflets and posters are available in the activities' office, which is located in the students' lounge, and the school's social media sites provide details of the activity programme. The activities manager (AM) assists students with their plans and bookings. The leisure programme is carefully planned by the AM with input from staff and students and features activities included in the cost of the course as well as others that incur an additional charge. Activities are also arranged at the residence managed by the school in consultation with the AM and residence staff. Risk assessments are carried out for all events that take place. Staff at both premises are suitably first-aid trained and have experience in leading activities.	

Safeguarding under 18s

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

The school accepts 16 and 17 year olds onto the adult courses. There were 44 students under the age of 18 at the time of the inspection. During the peak summer period approximately 50 per cent of the student body is aged under 18.

Local information regarding the designated safeguarding officers has been added to the centrally produced safeguarding policy. Although school and location specific risks have been assessed, these are not referenced in the policy and specific risk assessments for under 18s on the premises are not fully addressed. The school has two designated leads trained to specialist level and a further four staff trained to advanced level, which provides satisfactory cover for both the school and the residence. All other staff are trained to basic level, homestay hosts are also encouraged to take basic level training and there is guidance in handbooks on hosting students under the age of 18. Effective recruitment procedures are in place; however only one reference was on file for one of the sampled homestays. There are arrangements for the supervision and safety of students both during and outside scheduled lessons and activities, although procedures regarding lateness were unclear to a number of staff. Under 18s can choose to stay in homestay or residence accommodation that has been checked for suitability, and curfew times are in place and monitored in both options. If alternative accommodation is arranged, the school checks the suitability of these arrangements, and specific parental consent is required for overnight stays. There are suitable procedures in place to ensure contact with the parents, legal guardians or nominated representatives.

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 Sampling identified the following issue: students and their parents/guardians are required to opt out of an agreement regarding the use of photographs in publicity; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	2017
Subsequent spot check (if applicable)	2018
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	Other accredited schools in the UK: Bournemouth, Bristol, Cambridge, Eastbourne, London, Manchester and Oxford.
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools and international business schools

Private sector

Date of foundation	1977
Ownership	EF International Language Centres Ltd Registered number 01043158
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	Sussex University residences, Falmer, Brighton BN1 9RH. For 6 weeks July–Aug, up to 380 single bedrooms (as yet unconfirmed) Brighton and Hove Sixth Form College, Hove, Brighton BN3 6EG. For July only, up to 8 additional classrooms (as yet unconfirmed)

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	120	546
Full-time ELT (15+ hours per week) aged 16–17 years	34	522
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	11
Part-time ELT aged 16–17 years	0	9
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	154	1088
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–24	16–22
Adult programmes: typical length of stay	6–11 months (APP) 3–6 weeks (ILC)	6–11 months (APP) 3–6 weeks (ILC)
Adult programmes: predominant nationalities	French, Swiss, Spanish, German, Japanese	French, Swiss, Spanish, German, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	40
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	2	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	2	

Academic manager qualifications profile

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

The academic managers were not scheduled to teach during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	6
Holding specialist qualifications only (specify)	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualification	1
Total	9
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	50	18
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	68	16
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	2	N/a
Overall totals adults/under 18s		
	120	34
Overall total adults + under 18s		154