

Organisation name	EF Brighton
Inspection date	31 July – 4 August 2017

Section standard	Met	Not met
Management: 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"/>
Resources and environment: 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"/>
Teaching and learning: 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"/>
Welfare and student services: 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. However, evidence must be submitted within three months to demonstrate that weaknesses in W10, C4 and C7 have been addressed.

Summary statement

The British Council inspected and accredited EF Brighton in August 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 for details).

This large private language school offers courses in general and professional English for adults (16+).

The inspection report noted a need for improvement in the area of accommodation.

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 and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	2013
Subsequent spot check (if applicable)	May 2015, September 2015
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	Accredited EF International Language centres in Bristol, Bournemouth, Cambridge, Eastbourne, London, Manchester and Oxford.
Other related non-accredited schools/centres/affiliates	Worldwide network of language schools, international boarding schools and business schools.

Private sector

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

Premises profile

Address of main site	1–2 Sussex Square, Brighton BN2 1FJ
Details of any additional sites in use at the time of the inspection	Brighton College, Pre-prep and nursery school, Eastern Road, Brighton BN2 5JJ 7 to 11 classrooms (4 weeks of use)
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school occupies a large Regency building in Sussex Square, a residential area of Brighton, about 15 minutes' walk from the city centre. There are five floors. The administration offices are located on the ground floor together with the reception, the lecture hall, the director's office, the activities office and the homestay help desk. A staircase leads down to the basement, where there are three classrooms, the teachers' room with staff kitchen, and the academic management office. From the ground floor, a staircase leads to all the upper floors. On the first floor there is one classroom, a room that can double as extra office space or a one-to-one classroom, and a cafeteria with tables spread over two rooms. The second floor has a further six classrooms and the student lounge. On the top floor, there are three classrooms and two computer rooms for iLab lessons. There are water dispensers on all floors and seating areas for students. Toilets are located on all floors apart from the ground floor and there is a separate staff toilet in the basement.</p> <p>The premises at Brighton College pre-prep and nursery are located on two floors. On the ground floor there is the reception, the accommodation help desk, the activities desk, the staffroom, three classrooms, the lecture hall, female toilets and a staff toilet. On the first floor, there are a further seven classrooms, a computer room for iLab lessons and the male toilets. There is outside space and a marquee serving food.</p>

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	447	451
Full-time ELT (15+ hours per week) aged 16–17 years	289	404
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	15	15
Part-time ELT aged 16–17 years	18	16
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	769	886
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	Na	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–24	16–24
Adult programmes: typical length of stay	6–11 months - AY 3–6 weeks - ILS	6–11 months - AY 3–6 weeks - ILS
Adult programmes: predominant nationalities	Spanish, Turkish, Swiss, Italian, French, Belgian	Spanish, Turkish, Swiss, Italian, French, Belgian
Number on PBS Tier 4 General student visas	2	2
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	56	56

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	27	34
Number teaching ELT 20 hours and over a week	26	
Number teaching ELT 10–19 hours a week	1	
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	23	
Total number of support staff	35	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	3

Comments

The academic management team only includes one of the senior teachers, who is responsible for carrying out teacher observations during peak periods.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	26
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	27

Comments

The total includes the second senior teacher, who is not TEFLQ.

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

The school offers three general English courses for adults (16+). These are: the basic course of 13 hours and 20 minutes (20 lessons of 40 minutes) per week, which is offered in summer only; the general course of 17 hours and 20 minutes (26 lessons of 40 minutes) per week; and the intensive course of 21 hours and 20 minutes (32 lessons of 40 minutes) per week. Long-stay students can enrol for six, nine or 11 months on general or intensive academic year abroad courses, which combine language learning with academic projects, or on an intensive advanced diploma course of six, nine or eleven months, with a specialisation in English for hotel and tourism. An intensive course of at least four weeks can also be combined with an internship.

All courses include general English lessons in the classroom, sessions in the computer rooms (iLab lessons), a weekly lecture – for all courses other than the basic course, and a variable number of special interest lessons (SPINs). Examination preparation courses include specific SPIN classes.

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	307	201
Private home	17	0
Home tuition	0	0

Residential	114	104
Hotel/guesthouse	0	1
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	24	1
Overall totals adults/under 18s	462	307
Overall total adults + under 18s	769	

Introduction

EF Brighton is part of the EF Education First group, which was established in 1965 and has its headquarters in Switzerland. In the UK, there are eight EF adult schools and an executive centre; junior courses are also offered in five UK centres. All the adult schools use EFEKTA, a blended system of learning developed by the group which comprises coursebooks, guide books (additional materials), tablet applications, and computer-based materials synchronised with coursebook units. A central management team monitors and provides support to the UK schools and centres, all of which are accredited, and centralised policies and systems are applied across the schools.

The Brighton school teaches adult students aged 16+ throughout the year and runs courses on a second site at Brighton College during the peak summer period.

The inspection lasted four and a half days. Meetings were held at the main school with the school director, the accreditation and compliance director, the director of studies (DoS), the assistant director of studies (ADoS) and centre manager for Brighton College, the two senior teachers, the customer support manager, the customer support and welfare co-ordinator, the summer customer support co-ordinator, the homestay manager, the residence manager, the activities manager, the summer activities co-ordinators, the contact person at Brighton College, activities leaders and one group leader. Focus group meetings were held with teachers on both sites, and with students over 18 and students under 18, and 28 observations were conducted. One inspector visited three homestays, a private home and two residences.

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 checked="" 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 within the school and the wider organisation is clearly documented and well understood. The school director is the line manager for all department heads. The DoS is assisted by the ADoS and two senior teachers. During the summer months, the ADoS acts as centre manager (CM) for the additional site. There is good provision for continuity of management and administration. Students are provided with photographs of relevant staff, including their job title, in their welcome pack.

M3 All staff have job descriptions. However, the ADoS, who is CM for the Brighton College site, does not have a job description relating to that role. The job descriptions for the two senior teachers are couched in quite general terms. This may allow for flexibility in staff deployment, but the absence of additional checklists detailing specific individual responsibilities may pose difficulties in relation to performance review.

M4 Communication within the school, with head office and with other EF schools is efficient and regular. There are short weekly meetings for administrative and academic staff which are minuted. At busy times, administrative meetings are held twice weekly. Senior management meet regularly and there are whole school meetings twice a year as well as a meeting held to introduce summer staff. The location of the school director's and administrative staff offices facilitates informal daily communication, and the academic management team is located near the teachers' room. Managers from the central operations team visit the school regularly and managers within the school attend meetings with their counterparts from other schools. All staff communicate through the company intranet and homestay hosts are kept informed through MyEF (the organisation's online social network), emails and newsletters.

M5 Policies and procedures for the recruitment of staff are clear. The staff handbook, which is produced centrally, describes employment rights in great detail.

M6 Staff files sampled were complete, though not all references addressed the issue of working with under 18s.

M7 All staff receive a well-designed induction based on guidelines and checklists. Teachers are introduced to the organisation, principles of course design and the EFEKTA learning system through pre-employment online and face-to-face training. Administrative staff also receive some pre-employment training online after which the process continues once they start work. Summer staff receive training the week before their employment begins, and teachers are given the opportunity to observe classes.

M8 All year-round members of staff have a well-designed annual performance review, which for teachers includes observation of teaching. Objectives are set, achievements noted and consideration given to future training needs and the employee's career path within the company. There is a three-month probation period for all permanent staff and an end-of-probation review. There are clear procedures for dealing with unsatisfactory performance.

M9 There is budgeted provision for training, both internal and external, for all staff. Training sessions are also run by the central office staff, including customer service training. There is annual refresher training in child protection awareness and an appropriate number of staff have received first aid and/or fire marshal training. Suggestions for training are invited and all staff are asked to evaluate training. The school offers financial support to teachers wishing to obtain a diploma-level qualification.

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 checked="" 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 The customer support manager, who is responsible for student administration, is supported by two year-round co-ordinators and two summer only co-ordinators. All staff receive customer service training and there are yearly updates. Cover arrangements are good.

M11 Almost all students enrol through EF sales offices in their own countries. In many cases this involves a face-to-face meeting in the student's first language where advice is given on both centre and course choice. The students complete a needs analysis and the information is available to teachers. Further advice is provided by the academic staff after arrival. Students in the over-18 focus group said that after the presentation they had received in the sales office, they were expecting an older age range at the school. This is a summer course issue.

M12 Enrolment, invoicing and fee collection are carried out in the overseas sales offices and, where necessary, support is provided in obtaining visas. Information entered on the database used by the sales offices is then available to the school.

M13 Student contact details are entered on the database as part of the enrolment process. After enrolment, students have access to MyEF, where they can update their travel and personal information. On arrival at the school, student details are checked using a tablet application linked to the database. The information is available remotely to all relevant staff members.

M14 The school's policies on attendance and punctuality are made clear in written form and at induction. The student code of conduct requires a minimum of 80 per cent attendance in order to receive full final certification. Attendance is recorded electronically and any concerns are logged. Evidence was seen of follow-up action on unsatisfactory attendance.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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

M16 The points to be addressed from the last inspection have been dealt with satisfactorily.

M17 The organisation places great emphasis on the review and development of systems, processes and practices with the aim of continuous improvement. The comprehensive quality review cycle includes internal audits, analysis of feedback and meetings at both organisation and school level. A worldwide conference each year brings together managers from sales offices, the central operations team and school directors to determine focus areas for the following year. There are regional meetings for school directors, DoSs and customer support managers where progress against targets is reviewed. Similarly, whole school meetings for academic and administrative staff are held to review progress and look at feedback.

M18 All students complete evaluations in their first week and at the end of their course. A mid-course evaluation is done after six weeks and, for long-stay students, there are additional mini-evaluations. There is a spreadsheet outlining when evaluations should take place over the year. Online tutorials with face-to-face feedback are held every four weeks. Documented student council meetings take place every quarter. There is a display outside the cafeteria outlining feedback from students and the action taken by the school. Data from evaluations is analysed regularly within the school. The customer support manager sends a weekly email to each department with a year-to-date summary. Central operations use the data from evaluations to compare performance across schools.

M19 All staff can provide feedback at staff meetings. Year-round staff also provide feedback during annual performance reviews and in the yearly anonymous staff survey. All staff do exit interviews. Comments and action taken are recorded and contribute to the internal review process.

M20 The student handbook describes the complaints procedure in clear and accessible English. The information is reiterated at induction. Issues raised in student feedback are discussed during weekly evaluation meetings and responsibility for follow-up action allocated. Any complaints and action taken are logged on the student page of the database.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 main medium of publicity is the brochure, which is prepared centrally. This is used by overseas sales offices to advise and talk through bookings with customers and sent out in response to enquiries. For the most part, the brochure contains information relevant to all EF schools in the UK; two pages are devoted specifically to the Brighton school. More limited information is also available online through the EF UK website, which has a link to the website for the Brighton school.

M21 The language used in publicity describing the school and its provision is generally clear and, with some minor exceptions in both the brochure and on the website, accurate. Translations are available in a very wide range of languages.

M22 Text, images and videos provide a generally realistic representation of the school. However, the 360-degree tour of the Brighton school shows the premises prior to the school's refurbishment. A reference on a video on the general information pages to the availability of 'hundreds' of SPIN classes seems to be an exaggeration.

M23 Course types, levels and objectives are described on the website and in the general section of the brochure. The cross reference to these pages from the Brighton school pages is insufficiently clear. The exact number of the individual EFEKTA components for each course type is not included on the website.

M24 Most of the information required is provided, but in many cases this is not easily accessible or is insufficiently visible because only given on the enrolment information page, which is in very small print. The number of taught hours for each course type is stated. iLab language sessions, which are supervised rather than taught, and therefore effectively constitute guided self-study, are included in the number of lessons. The publicity does not make clear which SPIN classes are taught and which are available only online. Times of classes are indicated in very general terms; although a sample weekly timetable for an intensive course at the London school is included, this bears little relation to the current reality in the Brighton school. Other relevant information is dispersed and in some cases difficult to find. For instance, maximum class size is hard to find because it is not on the course options pages, which describe course types. Moreover, information on class size is stated in the following terms: 'We always limit general language class sizes to 12 to 15 students (max 17)', where the maximum is higher than the range indicated. There also appears to be an implication here that a different maximum number might apply to other than general language classes. A number of iLab sessions seen during the inspection had over 17 students with one teacher. In respect of school closures, the brochure states, again under enrolment information, that 'some lessons may not take place on December 26 2016'. The school is in fact closed on 26 December.

M25 Fees for tuition are shown, and what is included in these fees stated. Information on other costs is either more difficult to find or less concretely specified. Course materials are listed on the Brighton page under 'Additional features available', which suggests they are optional, and as costing 'From £35', which is very general; exact costs based on course length are, however, included under enrolment information. Examination entry fees are given at the bottom of the page describing examination courses, but no fee is shown for IELTS. Costs for activities are very approximate.

M26 Information relevant to all schools on homestay accommodation is provided in the brochure. The information on the residences is limited.

Management summary

The provision meets the section standard and exceeds it in some respects. Well-designed and rigorously applied systems, many of which are centralised, cover aspects of staff management and student administration, to the benefit of staff and students. Communication within the school and with the wider organisation is effective, there is good provision for staff development and quality assurance is taken very seriously. Publicity is satisfactory, although some aspects are inaccurate or confusingly presented. *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 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 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 The premises at both sites are of an adequate size. At the main school there is a good sized entrance hall with a wide corridor leading to the central staircase. The staircase to the basement is narrow and both staircases can be crowded at busy times. There is appropriate space for students to gather outside classes. Staff have designated work space. Brighton College also provides an appropriate environment. The corridors and staircases between floors allow for easy circulation, staff have allocated work space and there is good outdoor space for students to gather. Indoor space is more limited (see R4).

R2 Both sites are well maintained and in a good state of repair, cleanliness and decoration. There is a full-time cleaner who, in the summer period, carries out checks on both buildings throughout the day. The main school has been sensitively refurbished to maintain existing features and provide an up-to-date learning environment.

R3 The classrooms on both sites are adequate in number and size and at Brighton College are very spacious. All the classrooms were appropriately lit and ventilated during the inspection, and are generally free from disruptive noise. They are furnished to allow for flexibility of layout and provide an appropriate learning environment for students.

R4 Students at the main school have good space to gather outside class time, including the large cafeteria, a small student lounge and comfortable seating areas on all floors. At Brighton College, there is good outside space available to students with seating, but there is no dedicated inside space to relax and consume food. Empty classrooms and the lecture hall are made available if needed. The cafeteria at the main school provides hot and cold food and drinks throughout the day at reasonable prices. At Brighton College, a marquee serves a more limited selection of food, but there were no hot drinks available. The siting of the marquee requires students to go outside to be served, even during wet weather.

R5 Signage at both sites is very clear and there are a good number of visually attractive display facilities. At Brighton College, a strong brand identity has been achieved, which is commendable.

R6 Staffrooms on both sites are spacious and provide a comfortable working environment that facilitates interaction. Resources are easily accessible. Kitchen facilities are available to staff on both sites.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 The core EF EFEKTA materials are used on general English courses. These include printed coursebooks and supplementary materials as well as extensive online resources. Course-specific materials are used in SPIN classes. Commercially printed materials are used for exam preparation classes.

R8 Teacher's books are available to accompany core EF materials, which teachers are able to supplement. There is a good range of skills books and photocopiable resources at the main school and an appropriate range at Brighton College. The school also has subscriptions to several professional English language teaching magazines and journals. All resources are accessible and appropriately maintained and organised. On both sites teachers have access to photocopiers and to computers with printing facilities.

R9 There are class sets of tablets and computer suites on both sites. At the main school, there are eight classrooms with data projectors and an additional three classrooms and the lecture hall have smart screens. All the classrooms in Brighton College have smart screens. The facilities and IT manager maintains technology and provides training as necessary. Effective cover arrangements are in place when he is absent. At Brighton College, there is further support from the college's IT department.

R10 All courses include supervised self-access study using iLab materials which form part of the core EF materials. The iLab facilities and materials are available for self-study outside timetabled hours. The students also have guide books linked to the EF coursebooks.

R11 Students are introduced to iLab facilities during induction; there is also a written guide and a virtual tour on MyEF. Additional support is available from the academic team.

R12 The review and development of EF materials is primarily the responsibility of the central academic management team, working with academic staff in the schools. Core materials are revised regularly, following piloting in selected schools. Materials are discussed and reviewed at the regular inter-school DoS meetings. Teachers can provide feedback at academic meetings, and the publishing manager visits the schools at regular intervals.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Thought has gone into the design of learning environments as well as relaxation areas at the main school. The premises at Brighton College provide spacious classrooms and outside facilities for students, but lack dedicated indoor space for student relaxation. Teaching and learning resources provide very carefully structured support both for teachers and for student learning in and out of classrooms. *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 Three teachers did not hold Level 6 qualifications. The rationales were accepted for all three teachers within the context of this inspection. Teacher A is currently completing a Level 6 qualification. Teacher B undertook a tertiary diploma in advertising and fashion photography and has collaborated on the writing of a book on grammar styles. Teacher C has work and study experience that is useful to courses offered.

T4 The academic management team consists of the DoS, ADoS and one of the senior teachers. The DoS and the senior teacher are TEFLQ. The ADoS is awaiting the final results of his diploma-level qualification course. All members of the team have relevant teaching experience. The second senior teacher has administrative responsibilities and is not considered as part of the academic management team.

T5 The rationale for the ADoS was accepted within the context of this inspection. He is supervised by the DoS and does not undertake any duties that require a diploma-level qualification.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 A teacher's experience and preferences are taken into account when allocating teachers to classes. Longer-standing teachers are encouraged to further their professional development by teaching a wider range of courses.

T7 Timetabling of teachers and rooms has to take account of the split timetable for students and the various room types required to deliver the different elements of the EFEKTA learning system. The complexity of the timetabling is handled with great efficiency by the DoS.

T8 At the main school the senior teacher and teachers who are not teaching a full timetable are available to cover. At Brighton College there is a cover rota and the ADoS is also available.

T9 Teachers receive advance information on students which includes the test results and a needs analysis. They also receive guidance during induction on how to deal with continuous enrolment. To facilitate integration teachers start a new unit on Tuesday when new students join their classes. Students also meet with a mentor during their first week. Students with special educational needs and disabilities (SEND) are identified and an action plan is sent to the teacher.

T10 Continuing professional development (CPD) workshops are run every month, some of which are mandatory. Topics may derive from observations or from teachers' own suggestions. Teachers who have attended external training events run workshops to pass on the information. There is a separate handbook with information on SEND

students and suggested teaching strategies. For longer-term teachers training needs are discussed at performance reviews. New teachers at the main school have a mentor. At Brighton College the senior teacher is available to provide support. The majority of teachers in the focus groups commented very positively on the support available both from academic management and colleagues.

T11 New teachers are formally observed in their first month with a drop-in observation in the first two weeks. In both instances written feedback is provided. Formal observations are carried out twice a year by the DoS and the TEFLQ senior teacher. Teachers are provided with written feedback which include specific recommendations for action. There are additional drop-in observations at other times of the year. Teachers produce weekly schemes of work which are monitored and feedback is provided as necessary.

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 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 EFEKTA system is based on current language learning theory and research. The principles and course structure are clearly described in online and face-to-face training for teachers. The materials, which are used in all EF language schools, consist of coursebooks, guides for the learners (guide books), presentations, teacher's books and online applications, and cover the six Common European Framework of Reference (CEFR) levels (A1 to C2). Materials for each CEFR level stage are further subdivided into three graded levels. Each level consists of six units, with one unit forming the basis of a week's work. Within the framework of their general English classes students are expected to move up a level every six weeks. SPIN courses are for six to 12 weeks.

T13 The Swiss-based academic research and development team analyses feedback on courses and materials from teachers and students. Core EFEKTA materials are reviewed centrally on a regular cycle and new materials are trialled in selected schools. Recent initiatives include detailed prompts for discussion in studio (conversation) classes and additional materials for media lessons.

T14 Course outlines for general English courses are provided in the coursebook. Outlines for SPIN classes are available online. Teachers inform students of the focus for each lesson. Weekly schemes of work are produced by teachers, but are not shared with students. Students complete a weekly learner journal with their teacher setting aims for the week, but these are not routinely checked by teachers at the end of the week.

T15 Study and learning strategies to support independent learning are a core feature of the EFEKTA learning system. Computer lab sessions allow students to work at their own pace and students are encouraged to create their own vocabulary list. Students have access to online learning resources after their departure (three months for general English students and six months for intensive course students).

T16 The 'Culture' section of the guide books, which form part of the EFEKTA learning materials, contains suggestions to encourage students to interact with the wider community outside the classroom. Educational visits are occasionally organised in class time, for example to the Brighton museum and the Royal Pavilion. AY students are also given a list of a 100 suggestions for things to do outside class time.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Almost all students complete a pre-course placement test online. This is combined with a speaking assessment on arrival which is based on a series of graded prompts. Training is provided for teachers who carry out the speaking assessment.

T18 Teachers assess student performance and participation weekly, and communicative skills fortnightly. Grades are recorded on the database. Proficiency tests are held at the end of each level and progress is discussed at monthly tutorials when new targets are set. Students can access all their grades online. There is a departure test, which is mapped to CEFR levels.

T19 Barrier tests are used to check that a student's level is appropriate to the examination they wish to study for. For those students whose results are below the required level, there is face-to-face feedback. Advice on the selection of examination courses is available.

T21 All students receive a course report with weekly attendance statistics, grades and participation; longer-stay students receive a report each term. Students who have taken the departure test and whose attendance is 80 per cent or above also receive a certificate which relates their results to the CEFR levels.

T22 Basic advice on entering mainstream UK education is provided by the DoS. A booklet is also available detailing the process for applying to universities.

Classroom observation record

Number of teachers seen	28
Number of observations	28
Parts of programme(s) observed	All
Comments	

Both senior teachers were observed.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input checked="" type="checkbox"/>	<input 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 generally provided accurate spoken and written models of language, there were some clear explanations of vocabulary and, in better lesson segments, this was contextualised. Useful modelling of pronunciation both at word and sentence level was seen. In weaker segments inaccurate grammar models or incomplete explanations were provided as well as occasional incorrect vocabulary definitions. There were missed opportunities for vocabulary development and extension. There were occasional spelling mistakes on the board and in material given to students. Aids to learning, such as indicating parts of speech and word stress, were not used with consistency.

T24 Teachers provided class profiles and in some cases, these showed a good understanding of student needs. In some instances, profiles made little reference to the linguistic differences between individual learners, with the result that lesson content did not allow for differentiation. In stronger lesson segments, effective use was made of the cultural diversity in classes. Some materials could have been better adapted to the age of the students. In many lessons teachers underestimated timings, which meant the aim of the lesson may not have been achieved.

T25 Aims were generally made known to students, though they were rarely expressed as learning outcomes. There was a clear set of activities around a single topic and activities related to the lessons aims. In better segments, reference was made to the aims during the lesson.

T26 A good range of techniques and activities was observed including effective elicitation, purposeful monitoring, the use of concept questions, nomination, matching exercises, ordering texts and occasional effective pronunciation drilling, including backdrilling, both with the whole class and with individual students. In weaker segments, there was either no monitoring or it lacked an apparent purpose, and pronunciation drilling was poorly handled.

T27 A range of resources were used other than the coursebook, including online resources and authentic materials. Teachers generally made effective use of the whiteboard and, in better segments, colours were used to highlight grammatical structures. Photocopies were well presented and there was some efficient use of projectors and multiboards. In some classes teachers simply worked through exercises in the coursebook.

T28 There was a good range of correction techniques in some classes, including peer correction, teachers noting

errors for delayed feedback, and self-correction following teacher prompts. In weaker segments, there was no feedback on performance after speaking activities, teachers sometimes failed to accept correct answers, and in other instances accepted incorrect answers. In the majority of classes, there was too little feedback and there were missed opportunities to recapitulate on corrections made during activities.

T29 Occasionally teachers referred to work covered in previous lessons and asked students to reflect on what they had learned. Exercises and productive tasks provided some evidence of learning. However, overall there was little evidence that teachers had considered how to evaluate whether learning had taken place, even at the point of lesson planning.

T30 In most classes, there was a very positive learning atmosphere and students were engaged. Teachers generally used language appropriate to the level of the learners. In better segments, teachers varied not only interaction patterns but also the composition of pairs and groups. In these segments teachers ensured that students had maximum opportunities for speaking practice. In a small number of weaker segments all interaction came through the teacher, who was not always aware that students were not fully engaged. Overall, teachers were encouraging, supportive and lively.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to less than satisfactory, with the majority being satisfactory. Teachers provided generally sound models of language. Lesson plans outlined aims but there was little evidence of individual student needs being taken into account. A range of teaching techniques was seen used to good purpose, but feedback and correction were often insufficiently effective. There was little evidence that teachers had considered how to evaluate whether learning had taken place. In most lessons teachers made competent use of resources. There was a positive learning atmosphere in most classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic management team is appropriately qualified and there are effective systems for timetabling, monitoring and recording student progress, and providing support to teachers. The approach to course design, associated training and review, and the development of learner independence have been very carefully thought out. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 There are clearly expressed organisation-wide policies on fire evacuation, first aid and health and safety. Training for staff takes place on a regular basis. All significant risks are addressed in the risk assessments for premises, and full records of routine checks are in place. There is only one entrance to the building, which is open but covered by CCTV. The reception desk, which is close to the entrance, is always staffed and all visitors sign in and wear lanyards, as do the staff. Fire drills are carried out every six weeks and students are informed of fire safety measures. There are 12 trained fire marshals. A major incident exercise is in place and two drills have been carried out involving all students enrolled with the school at the time. Evacuation procedures are drawn up on a case-by-case basis for disabled students, and 11 staff have had first-aid training, seven of whom have completed First Aid at Work Level 3 Training. Safety and security is mentioned in the job description of the school director and safety in that of the residence manager.

W2 The school has an ethos of pastoral care with all staff encouraged to be aware of students' potential needs. The availability of pastoral care is made clear to students at induction, in the student handbook and on noticeboards. All

students have a mentor, there is a pastoral dimension to tutorials, and students can be referred to external specialist agencies if necessary. The student lounge/study room can be used as a multi-faith room, and a private prayer space can be provided on request.

W3 The photographs and names of mentors for different age-groups are displayed; during the summer there are three named mentors who cover 16–17 year-olds on both sites. Named members of staff also have special responsibility for under 18s in the residences.

W4 The clear policies and procedures for dealing with abusive behaviour are made known to students and staff during inductions, in handbooks, and on posters highlighting British core values. The student handbook defines bullying, including cyber bullying, in accessible language. A Prevent risk assessment has been drawn up, and the school is addressing its responsibilities under the Prevent strategy in respect of awareness-raising for students and homestay hosts. All new staff do online Prevent training as part of induction, and updating workshops are organised for other staff on an annual basis.

W5 Students are given the emergency telephone number in pre-departure information and on arrival. The number is also printed on the wristband which students aged 16–17 are asked to wear at all times. There is a rota for the emergency phone and useful advice is provided for staff who hold the phone on how to respond to different scenarios.

W6 Information about public transport between the point of entry to the UK and Brighton, together with approximate costs, is provided in pre-departure information. Details on how to travel to the accommodation in Brighton (residence or homestay) are on the portal MyEF, which students have access to before departure. Students in focus groups confirmed that transfers arranged by the central team had been well organised.

W7 Comprehensive information is available on all the areas listed in this criterion in pre-departure information and the centrally-produced handbook, and repeated at induction. A list of places of worship is displayed on school noticeboards. Students are given assistance if they are required to register with the police.

W8 Advice is included in the student handbook and repeated at induction. Homestay hosts and reception staff can provide details of local GPs. Under 18s are accompanied when attending medical appointments.

Accommodation profile

Comments on the accommodation seen by the inspectors

The majority of students throughout the year are accommodated in homestay, private home or residences, with a very small minority in accommodation that they have found for themselves. All homestays and private homes provide half-board accommodation during the week and full board at the weekend. One inspector visited three homestays, a private home and two residences, the residences being EF's own International House (IH) and two blocks of Sussex University residential accommodation (Lewes Court) which are used during the summer only. At the time of the inspection, a major renovation of IH was only partly complete and the building was not operating at full capacity. Most of the accommodation here is in triple or quad rooms with bunk beds. There is a staffed reception area, and students have access to a large dining area, common room and onsite laundry facilities. Lewes Court accommodation is ensuite, with access to a shared kitchen and a range of campus facilities (pharmacy, shop, laundry). There is a staffed EF office area on the ground floor of one of the blocks used.

Accommodation: all types

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

Comments

W9 With the exception of one homestay, where two adults unknown to each other had been allocated bunk beds in a small room, all the accommodation visited was of at least a satisfactory standard.

W10 Homestay visitors help hosts to complete fire risk assessments during their initial visits and re-check these during revisits. However, records indicated that, despite reminders, up-to-date Gas Safe certificates had not been produced by a number of active homestay hosts. Students had nevertheless been placed in these homestays.

W11 The policy is to inspect each homestay at least once every 18 months, which exceeds Scheme requirements, and checklists are used for initial visits and re-visits. Records of re-visits show that checks are made that a valid Gas Safe certificate is in place (but see W10) and that a fire risk assessment has been carried out.

W12 The accommodation registers are up to date and give a clear and accurate picture of the visits and checks, including those on documents, that have been made; where appropriate, any follow-up action is also logged.

W13 Confirmation of homestay accommodation for two adult students did not make it clear that they would be in bunk beds. Information sent to students confirming homestay does not consistently state the cost of travel between the accommodation and the school. Students are given directions from their accommodation to the school and the option to view these on an online map, but no time of travel is indicated since this varies according to bus routes and the time of day.

W14 Students are told whom to contact if they have any problems with their accommodation in homestay or a residence and a homestay help desk operates at specific times each day in the main school and at Brighton College. Feedback on accommodation is also collected during the first week, in the final week, and, for longer-stay students, after six weeks; and any concerns communicated during tutorials are passed on to the accommodation department. Weekly evaluation summaries are also circulated which include specific accommodation issues raised by students and responsibility for follow-up is allocated. Records kept on the database of student feedback on homestays include averaged scores for various aspects of the accommodation for both the last year and the last three months. However, student comments during focus groups suggest that not all issues concerning homestay accommodation raised by students during face-to-face discussions are logged. Moreover, when a student is moved to alternative accommodation following a complaint about a homestay, there is frequently no evidence in the log of follow-up with the host concerning the source of student dissatisfaction or any subsequent monitoring to ensure that a problem does not persist.

W15 Overall this criterion is met but there was some evidence in student comments during focus group meetings and in response to evaluations that homestay hosts do not always provide a varied, balanced diet.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 The comprehensive homestay handbook provides detailed guidelines on the expected level of care and the services to be provided (but see W15). Booking and cancellation arrangements are clear and hosts can keep up to date with bookings through the dedicated host online portal. Hosts sign an annual homestay providers' agreement which reiterates most of the key points in the handbook but makes no reference to hosts eating with students and providing opportunities for spoken interaction.

W19 In a small number of cases, two speakers of the same first language had been placed in the same homestay. There was no evidence of written requests for or consent to these arrangements.

Accommodation: residential

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

Comments

None.

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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 Comprehensive and helpful information and practical advice is available in written form. Students are also encouraged to ask for help if they need it.

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 checked="" 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 Information on current events in the local area is displayed on noticeboards and leaflets on specific activities are available in the activity offices on both sites. Students on AY courses are given a list of suggestions ('100 things to do'), and help and advice is available for those who wish to travel independently.

W27 Information on the monthly leisure programme, with indicative costs where applicable, can be accessed in advance through MyEF; the programme is also publicised during student inductions and through attractive posters. Leaflets with details of excursion destinations are also available in advance. During the academic year, the school organises a film club, a music club and a job club; during the summer, the focus is on sports clubs (football, basketball, running). Additional, more spontaneous free activities (known as 'Wow!' events), such a cowboy day, a Disney day or a celebration of a national event, for which students are encouraged to dress up, are also organised throughout the year on more or less a weekly basis. Feedback is collected following each excursion and on other activities in more general feedback surveys. Evidence was seen that action is taken on feedback.

W28 Templates for risk assessments are prepared centrally and detailed risk assessments were seen for all activities. Although the ratios stated in central policy documents – 1:20 for juniors and 1:50 for adults – take no account of emergencies, the policy adopted in the Brighton school is to allocate at least two staff to all excursions. Staff accompanying excursions sign the risk assessment to show that they have read and understood it, and are encouraged to make a note of any unforeseen risks. Although the risk assessments themselves do not include guidelines on what to do in an emergency, appropriate general advice is included in a separate document in the pack given to each activity/excursion leader.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Both central and local systems ensure that the needs of students for security, pastoral care, information and leisure activities are very well met. There are some weaknesses in the implementation of accommodation systems. There is a need for improvement in *Accommodation. Care of students 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 checked="" type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection, approximately 40 per cent of the students in the school were aged 16–17, and this figure rises to almost 50 per cent at the school's estimated summer peak. At other times of the year, 16–17 year-olds account for 15–20 per cent of the total number of approximately 350 students.

C1 There is a clear and comprehensive safeguarding policy, which includes all the required information and is regularly reviewed. A named member of staff is identified as responsible for implementing the policy and for dealing with any allegations of child abuse. The policy states that if a DBS check has not been completed before a member of staff likely to have significant contact with/access to under 18s begins work then the duties/responsibilities of this person will be restricted.

C2 The designated safeguarding lead and the designated safeguarding officer have both been trained to specialist level, and three other members of staff have been trained to advanced level. All members of staff complete an online basic safeguarding awareness course and attend in-house update sessions, which are organised as required by the central management team. Homestay hosts receive information and guidance in the homestay handbook and the annual homestay providers' agreement, which they sign. The policy is included in packs for group leaders and is discussed with them at their induction. The relevant points are also made known to students of all ages during their inductions.

C3 Some information on the level of care and support for under 18s on adult courses is given in the 'Information for young travellers' section of the website.

C4 Recruitment materials for teachers used at this school do not make it clear that applicants will be asked to explain any gaps in CVs or that referees will be asked to comment on their suitability to work with under 18s. Several teachers were employed for the summer period before DBS checks had been completed. All had been subject to a risk assessment and evidence was seen that all the DBS checks had been completed by the time of the inspection. A small number of testimonials for teachers had been accepted; and these did not comment on the suitability of the individual to work with under 18s. There are agreements with contractors and overseas sales offices ensure that police checks have been conducted for group leaders. DBS checks are also carried out on all adults normally resident in homestays willing to host under 18s. However, students under the age of 18 had been placed with a number of hosts before DBS checks had been completed. References are followed up for all homestay hosts, but a small sample checked had been supplied by close family members.

C5 A number of measures are in place to ensure that students under 18 on adult courses are provided with appropriate supervision while on school premises: their ages are shown on registers, and they have to sign in and out at reception each day, which allows staff to monitor their welfare and to follow up immediately in the case of any absences; they are also asked to wear wristbands at all times. The optional leisure programme for all students indicates which activities are suitable for under 18s.

C6 Rules for what students can and cannot do are included in handbooks and reiterated during inductions. Additional rules, with clearly stated sanctions, apply to students in residences. There are curfew times for all under 18s and these are enforced by homestay hosts and staff in residences. Parents sign a liability waiver to confirm that they have understood that students are not supervised outside class lesson/scheduled activity times, but a detailed risk assessment has been drawn up to cover unsupervised time. All homestay hosts are invited to periodic events and receive a newsletter; those hosting under 18s receive additional information. Group leaders have a detailed handbook.

C7 Care is taken in both Lewes Court and IH to provide separate facilities for students under the age of 18 and for male and female under 18s. However, in IH, the high proportion of under 18s at the time of the inspection (52 out of 62) was placing pressure on bathrooms at peak times (early morning and late evening), a point raised by students in evaluation feedback. Meal arrangements are satisfactory. All under 18s in homestay are on a half-board arrangement; this is made clear in terms and conditions and accepted by parents at the point of enrolment. A variety of arrangements ranging from self-catering to full board is in place for students in residences, and parents select the option they prefer for their child at enrolment. Students under the age of 18 are encouraged to stay in homestay or residential accommodation arranged by the school but are permitted to stay with family members or a guardian if a parental consent form is submitted in advance. One student aged under 18 had been living with a relative since the start of his course, but the parental consent form was dated four weeks after the start of his course. A second student aged under 18 was living in a guest house with no adult supervision outside class hours.

Care of under 18s summary

The provision meets the section standard. There are some very good features of safeguarding provision for under 18s, but also certain weaknesses. There is a clear and comprehensive safeguarding policy, staff training is thorough, and well-designed procedures are in place to ensure the safety and security of students on school premises and scheduled activities. However, recruitment procedures for teachers and homestay hosts do not always follow best practice; and procedures to ensure the care of under 18s who are not staying in accommodation arranged by the school are not always in place.