

Organisation name	EF Brighton
Inspection date	24–25 February 2026

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 safe, 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 S3, S6 and S7 have been addressed.

Summary statement

The British Council inspected and accredited EF Brighton in February 2026. 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 large private language school offers courses in general English for adults (18+) and young people (16+). Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, learner management, course design and leisure opportunities.

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

Introduction

EF Brighton is part of the EF Education First group, a worldwide network of language schools, international boarding schools and business schools. In the UK, in addition to Brighton there are schools in Bournemouth, Eastbourne, London, Manchester, Oxford and Cambridge. A central management team monitors and provides support to the UK schools with policies and systems which are applied across the UK centres. The inspection took place over two days. Meetings were held with the director of accreditation and compliance (DAC), the school director (SD), the director of studies (DoS), the assistant director of studies (ADoS) the director of student services (DSS), the student services manager (SSM), the facilities and IT manager (F&IT), the activities manager (AM), the homestay manager (HM) and the residence manager (RM). A focus group meeting was held with the teachers, and another with students. One of the inspectors inspected (remotely) the residence and spoke to two homestay hosts, who gave her a video tour of the homes. All teachers timetabled during the inspection were observed.

Address of main site/head office

1–2 Sussex Square, Brighton BN2 1FJ

Description of sites visited/observed

The school occupies a five-storey period building in a residential area of Brighton, about 30 minutes' walk and ten minutes by bus from the city centre. The reception, help desk, SD's office, academic office, a lecture room/classroom and a meeting room, which can be used as a first aid room, are located on the ground floor. In the basement, there are offices, a staff room with kitchen facilities, a classroom and storage spaces. The cafeteria and kitchen, and the activities office and student lounge are located on the first floor. There are eleven further classrooms, a student lounge/study room and a prayer room on the third and fourth floors. There are water dispensers and toilets throughout the building and separate outdoor smoking areas for staff and students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input checked="" type="checkbox"/>	<input checked="" 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 and examination preparation courses for adults (18+) and young people (16+). Courses include English language lessons; project sessions which can either take place in the classroom or as a self-study component; and lectures. The timetable is arranged in a zig-zag system with students attending either morning or afternoon classes on alternate days. A number of special interest lessons (SPINs) are also offered in the middle of the day; they can be attended by students attending morning or afternoon lessons. Examination preparation courses take place in these sessions. Some of the SPIN options, for example, *Football* and *Global Issues*, integrate content and language learning (CLIL). Students can combine general English and SPINs to make up a programme of 17 hours 20 minutes or 21 hours 20 minutes of taught lessons. EF Brighton also offers an academic year programme with starting dates in January, April and September. During the summer, the school expands into additional premises and caters for many more students aged 16–17 following short courses.

Management profile

The school is managed by the SD, who line manages the DSS, the DoS, the HM and the F&IT. The SSM, RM and AM report to the DSS. The ADoS and the teachers report to the DoS. The SD reports to the head office senior directors' team which comprises the DAC, the senior director of academic management and the executive director of operations.

Accommodation profile

Accommodation currently offered includes homestay and the school's own residence 'School House'. The residence accommodates students aged 16+ and has a capacity of 131 beds with shared bathroom facilities. There are nine single rooms, 34 twin rooms as well as some multi-rooms that accommodate a total of 54 additional beds. Students can opt for breakfast and dinner in the on-site canteen or cook for themselves using one of the two equipped kitchens. Additional university student residences including accommodation with ensuite facilities are available at Brighton Hotel, Phoenix Hall and Stoneworks in busy summer periods. This accommodation is only available to over 18s. There is an extensive register of homestays many of which can accommodate up to four students per home.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Overall, the school is well managed, in accordance with the organisation's stated goals and values. Student service systems are robust and professionally administered. Publicity is satisfactory overall. *Strategic and quality management*, *Staff management*, and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very suitable environment for work and relaxation. A good range of learning resources is available to teachers and students, with guidance on their use. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Overall, the academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are well designed and managed to provide the maximum benefit to students. *Course design* and *Learner management* are areas of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Pastoral care and information are of a high standard and the leisure provision is very good. Students benefit from well-managed student services, including a good range of out-of-class activities. Accommodation is satisfactory. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, there is a clear and comprehensive policy and generally appropriate provision for the safeguarding of students under the age of 18 within the organisation. Safer recruitment is practised and supervision within scheduled activities is good. Information about supervision outside the course programme and within accommodation is not consistently clear or easily accessible.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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.	Strength

Comments

M1 The goals and values of the organisation are clearly stated and made known to all stakeholders in a variety of ways: for example, in publicity, staff and student handbooks, job descriptions, recruitment and induction documentation and on school noticeboards. There is evidence of staff engagement with the values.

M2 There are clearly set out objectives for the organisation as a whole and for the Brighton school in particular. Robust review processes are in place. Managers are involved in the formulation and evaluation of goals relating to their school.

M4 Channels of communication within the school and across the wider EF organisation are very effective. Excellent use is made of a range of channels including messaging apps and online meetings. Regular face-to-face meetings take place in the school and there are also opportunities for staff with similar roles to communicate across the organisation.

M7 There is evidence of an ongoing review of systems, processes and practices both within the school and in the wider organisation. There is a comprehensive quality review cycle which incorporates multiple sources of reference and to which school directors contribute. A detailed self-evaluation document was submitted prior to the inspection.

Staff management and development**Area of strength**

M8 The provider implements appropriate human resources policies, which are made known to staff.

Strength

M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Met

M11 There are effective induction procedures for all staff.

Strength

M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.

Strength

Comments

M8 In addition to the implementation of appropriate human resource policies, there is evidence that attention is paid to the general welfare and well-being of all staff. Staff reported that they felt valued and well supported.

M11 A very thorough induction is provided for all staff. Opportunities are offered for new staff to observe or shadow colleagues.

M13 CPD for all staff is well established and funded. In addition to mandatory training, permanent members of staff are offered financial support in order to further develop their workplace knowledge and skills and to obtain further qualifications. There is evidence that opportunities have been offered, and taken, which have enabled career progression within the organisation.

Student administration**Area of strength**

M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

Strength

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Strength

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Strength

Comments

M14 The administration and welfare team receive consistently good feedback from students. Customer service staff are supported by robust IT systems and receive training in their use. During the inspection, instances of excellent customer service were observed.

M15 Comprehensive pre-course information is provided by the network of international sales offices where personnel can speak the language of the potential client. Students who have booked a course are offered an online pre-departure meeting with a member of the school's student services team.

M16 There are very robust systems to ensure that information about payment and course details is accurate and up to date. The school personnel work closely with the international sales offices to establish a student's true intention to study. At the time of arrival, there is an initial check of the information and on the well-being of the students.

M19 A clearly described staged process is in place to deal with unacceptable student behaviour, and this is shared with students through a number of channels. There is evidence that the process is consistently applied.

M20 The complaints procedure is clearly described, and information includes the opportunity to escalate concerns to an external body such as English UK. Record keeping on the school database is detailed and up to date.

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	N/a
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

Information is made available online through the EF UK website, on which there is a link to enable potential clients to request the brochure. The website and the brochure are prepared centrally and contain information relevant to all EF schools in the UK, with pages devoted specifically to the Brighton school. The organisation states that their main medium of publicity is the brochure which is used by overseas sales offices to advise and talk through bookings with clients. Because the brochure is only available on request, the criteria in this section relate only to the website; overall, the provision now meets the requirements of the Scheme for the EF Brighton school.

M22 At times, the information lacks conciseness but, overall, an accurate impression is given of the school and its services.

M24 At the time of the inspection, there was no indication of course fees, or of some additional costs. These were added to the website immediately after the inspection visit and so this is no longer a point to be addressed.

M25 At the time of the inspection, insufficient information was given about the care and support given to students aged 16 and 17 attending adult courses. In particular, there was a lack of detail given about the degree of supervision outside scheduled lessons and activities. Relevant information was added to the website immediately after the inspection visit and so this is no longer a point to be addressed.

M26 Overall, this criterion is met. However, descriptions of the types of accommodation lack detail.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
Comments	

P1 Overall, risk assessments and procedures are in place for the school building and residences, appropriate for the use made of them. However, see S7.

P4 The school has a large indoor cafeteria for dining and recreational use. Hot food, beverages, sandwiches, and snacks are available for purchase throughout the day. A spacious student lounge features comfortable seating, a pool table and games consoles. A small lounge is also available for quiet study. Water fountains for drinking water are available on most floors of the building.

P5 Signage is appropriate and regularly reviewed. Students also have access to a map of the school building via an app to assist with locating classrooms. Noticeboards and screens throughout the school building provide display space for up-to-date information relating to classes, welfare, activities and other general information.

P6 There are staff offices for different teams and a large staffroom with kitchen providing tea and coffee. Lockers are provided for teaching staff for secure storage. All staff benefit from a discount at the school cafeteria and can claim a free lunch on Fridays. Depending on meeting requirements, there are various suitable spaces around the school.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 All students are provided with centrally produced coursebooks which deliver the 'EF Method' curriculum. Online materials are available that link to the coursebooks. There are coursebooks for each level of general English course, and bespoke coursebooks for the SPINS which do not replicate materials and activities covered in the general English lessons.

P8 Teachers have the teacher's book that accompanies the student's coursebook and a tablet for use in class. A range of paper-based and online resources is available to supplement the coursebook. There is an annual budget for additional academic materials, including online resources.

P11 EF reviews and develops its centrally produced teaching and learning resources on a regular basis. The school has a budget for the purchase of supplementary teaching materials, as requested by teachers, to complement the 'EF Method' materials.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the school's context. There are four members in the school's academic management team. The DoS has a qualification that does not meet all the Scheme's requirements. However, she has suitable experience, she has completed the first module of a course leading to a TEFLQ qualification and is enrolled on EF's in-house management training course. The ADoS and one of the senior teachers are TEFLQ. The other senior teacher is TEFLI and is enrolled on a course leading to a TEFLQ qualification.

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. Together, the members of the academic management team fulfil the functions needed to support the teachers and students.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	

T6 There is an effective continuous enrolment policy, which is made known to all staff and which is related to the weekly scheme of work. New students join classes on Tuesday when a new unit in the coursebook is begun. On Monday, continuing students review, and are tested on, the previous week's work. All students are issued with a coursebook so that, if they join a class mid-course, they can review independently any work previously covered.

T7 Teachers are provided with a thorough induction before and at the start of their deployment by different members of the academic management team. New teachers have an opportunity to observe classes before they start teaching.

T9 Not all teachers had been observed by a TEFLQ member of academic staff within the previous 12 months.

T10 In-house CPD sessions are held regularly. Teachers are offered opportunities to share their experience by leading sessions. Courses leading to further qualifications are funded and supported.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	

T11 Course design is based on very clear principles, and materials have been developed in-house to match them.

T13 Course design is reviewed on an ongoing basis, which includes obtaining feedback from both students and teachers on their experience of the courses in question.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	

T15 Pre-course testing covers all relevant areas including speaking, and starting levels are linked to the EF standards which are situated within the Common European Framework (CEFR). Identification of any special educational needs are factored in.

T16 There is regular assessment of learning progress which is linked to a reference framework. A final test result is compared with that of the entrance test.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English (morning and afternoon), Academic Year programme and some SPINS.

Comments

The two senior teachers were observed teaching.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 In all lessons, accurate models of spoken and written language were provided. The language used for illustration, explanation and exemplification was generally appropriate to the students' level. In a minority of segments, there was support for pronunciation with a focus on individual sounds and intonation.

T20 Lesson plans were based on course objectives and took into account the level of the students. Most plans reflected the scheme of work as set out in the coursebooks. There was some indication that the needs of individual students were being taken into account. The topics and materials selected were generally appropriate and engaging.

T21 In most lessons, learning objectives were shared with students at the beginning of the lesson, though sometimes not in any detailed way, and there was some evidence of planning for a short review of outcomes at the end of the lesson. In the majority of lessons, there was a clear link between the learning objectives and activities, with movement from familiar to new language.

T22 A range of techniques was employed to present and practise language and to develop skills. In most segments, there were good examples of nomination and questioning which was sensitive and inclusive. Instructions were generally clear and, in better segments, consistently checked.

T23 On the whole, the classroom and resources were managed well. Technology was handled with confidence and coursebook materials were successfully integrated with other resources.

T24 The monitoring of student performance was generally done well. Praise was employed effectively and feedback was provided on coursebook activities. In a minority of segments, the provision of individual feedback and the encouragement of self-correction was observed. However, there was little evidence of systematic error correction of oral production, followed by further practice.

T25 In the majority of lessons, teachers provided opportunities for students to demonstrate their use of recently learned language. Activities were linked to previous work, and also to future study. Students were made aware of their language learning progress.

T26 In a small minority of segments, students were not actively engaged; however, in most lessons, there was a positive, purposeful and inclusive learning atmosphere.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
<p>W1 A very clear and comprehensive emergency plan is in place together with practical supporting systems and documentation. For example, the school has a text alert system to contact students in the event of an emergency. They are able to alert students quickly to any issues and check the safety and status of the students. Practice drills are conducted regularly.</p> <p>W2 Pastoral care is of a very high standard with comprehensive student assistance from the school team. Staff receive formal training to enable them to support students: for example, several members of staff have completed mental health first aid training.</p>	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments	
The applicable criterion is fully met.	
Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W19 Students receive comprehensive information via a number of channels including digital platforms, posters and face-to-face contact. Students commented very positively on the extra assistance they received when making arrangements outside scheduled activities: for example, theatre and travel bookings.	
W20 A wide variety of activities is made available to students, and the needs of long stay students is factored into the programme.	
W21 The year-round programme is well organised, and the leisure organiser knows the area very well. There is proactive encouragement of students to engage with activities and student feedback on the activities offered was very positive.	
W23 Comprehensive induction and monitoring of leisure and activity staff is undertaken. The activity manager observes activity leaders and provides constructive written feedback.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	Not 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	
At the time of the inspection, 62 of the 226 students were under 18. There were 28 students in homestay and 34 students in the residence. In the summer period the proportion of students aged 16 and 17 is considerably higher with around 300 of the 450 students being under 18.	
S1 The safeguarding policy is very thorough and supported by a suite of relevant practical documents.	
S3 Specific consent forms are available for overnight stay, living in own accommodation and medical treatment. However, at the time of the inspection, there was no parental consent documentation covering situations such as daily travel to school on public transport, unsupervised time in the evenings, at the weekend or trips to various places including London. This criterion is now partially met through amendments made shortly after the inspection. Consent documentation is now in place but not easily comprehensible to parents and guardians.	

S6 At the time of the inspection, there were no rules about what students can do outside the scheduled lesson and activity times. Some changes were made after the inspection but there is no single set of rules made clear to everyone (students, parents, staff, hosts and residence staff), with supporting documented risk assessments appropriate to the age of the students and the location.

S7 This criterion is met overall. At the time of the inspection, some under-18 boys and girls were accommodated in rooms along the same corridor, although they had separate single-gender bathroom facilities. A member of staff monitors the arrangements.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	2022 (compliance)
Subsequent checks/visits (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	There are seven other accredited EF across the UK which together with EF Brighton form the EF International Language campuses UK division.
Other related non-accredited schools/centres/affiliates	EF Language Travel

Private sector

Date of foundation	1965
Ownership	Name of company: EF Language Schools Ltd Company number: 0104318 N
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Brighton Girls School Montpelier Rd, Brighton and Hove, Brighton BN1 3AT Seven classrooms to be used for a period of approximately six weeks from 6th July – 21st August 2026.

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July

Full-time ELT (15+ hours per week) 18 years and over	226	450
Full-time ELT (15+ hours per week) aged 16–17 years	62	300
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	288	750
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–58 (average 20)	16–58 (average 20)
Adult programmes: typical length of stay	15 weeks	2–3 weeks
Adult programmes: predominant nationalities	Argentinian, French, Japanese, Saudi Arabian, Turkish	Italian, French, Swiss, German, Turkish
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	11	28
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	25	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	2
Total	4

Comments

The two senior teachers are normally scheduled to teach 13 hours per week outside the summer.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	6
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	4
Total	11

Comments

Four teachers have a TEFL certificate for a course which does not meet all the Scheme's requirements.

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	148	28
Private home	0	0
Home tuition	N/a	N/a
Residential	63	34
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	15	0
Overall totals adults/under 18s	226	62
Overall total adults + under 18s	288	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S3, S6 and S7 have been addressed.