

Organisation name	EF Eastbourne
Inspection date	26–27 April 2023

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

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

**Summary statement**

The British Council inspected and accredited EF Eastbourne in April 2023. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of *publicity* was noted.

## Introduction

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

The school offers year-round open enrolment courses in general English to adults and young people (16+) in school premises. Junior closed group courses are also offered year-round in school premises and there are junior vacation courses from June to August. These programmes include language classes, activities and excursions.

The inspection took one full day and one half day. The two inspectors held meetings with the school director (SD), the director of studies (DoS), the customer support and welfare manager, the residence, facilities and IT manager, the accommodation manager, the student services manager (SSM), and the activities manager. Focus group meetings were held with the teachers, a group of adult students, and another with a group of junior students. All teachers timetabled during the inspection were observed.

A tour of the premises and facilities was conducted and one of the inspectors visited the residence and spoke to two homestay hosts, who gave him video tours of their homes.

## Address of main site/head office

Roborough House, 1 Upper Avenue, Eastbourne BN21 3XA

## Description of sites visited/observed

The school is located in a three-story building in its own grounds close to the town centre. On the ground floor are a reception area, a large hall, a student lounge, a teachers' room, cafeteria and offices. Leading from the cafeteria is the outside courtyard area with further tables and seating. There are ten classrooms and two smaller rooms for students' self-study use located on the first floor and 11 classrooms on the second floor.

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

## Comments

The school offers general English classes for students aged 13 to adult. Students are on full-time EFL courses for a minimum of two weeks with a small cohort of academic year students staying for six months. Students generally do not prepare for any external examination, but preparation is available on demand. Under 16s are all enrolled on junior group courses.

## Management profile

The school is managed by the SD who has been in post for eight months. The DoS and the SSM have been in post for two and seven years respectively. There is a large accommodation department managed by the accommodation manager. There is also a facilities manager, an activities' manager, and a welfare manager. The junior vacation courses are run by the same managers, with additional support staff, recruited pre-summer.

## Accommodation profile

Most students stay in homestays; the school has a large number of these registered with it though not all are currently active. There is also a residence for over 18s, rented and staffed by the school.

## Summary of inspection findings

### Management

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

### Premises and resources

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

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient day-to-day guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are generally well met. Students benefit from well-managed student services including out-of-class activities and suitable accommodation though gas safe certificates had not been seen in all cases.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation. There are very good arrangements for leisure activities and accommodation where provided. There were some issues with pending DBS certificates and record-keeping.

### Declaration of legal and regulatory compliance

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

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

## Comments

There is a very clear statement describing the goals and values, which is expressed across a range of documents and in publicity material. The core values inform policies and procedures and have clearly influenced decision making at the school. An annual 'road map' which focuses on plans for the development of the school in consultation with head office is prepared. The structure for the school is clearly documented for year-round and summer operations. Effective communication takes place both within the school and with HO and the wider organisation. Student feedback is collected electronically at several stages of the student journey and actions are recorded. Staff are asked to complete an anonymous questionnaire annually and can also give feedback during weekly meetings. The school reviews policies and procedures on an annual basis.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

Staff handbooks contain a full range of HR policies, and all sampled documents were in place. Job descriptions are in place for all staff; there are clear recruitment, selection and induction procedures; all staff files are complete. Appraisals are carried out and include clear objective setting and there are effective procedures to ensure continuing professional development of all staff.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

The EF customer service promise is included in handbooks, staff receive training in customer care, and feedback from students was positive. Information and advice on courses is provided by EF sales teams pre arrival and by staff at the school during their stay. Enrolments are carried out centrally and any subsequent issues are handled with sensitivity at school level before referring on to head office. Records of payment and course details are complete, up to date, and easily accessed. Although there is an attendance policy, the procedures regarding lateness of under 18s are not made clear to staff or students. Conditions under which a student may be asked to leave the school are made clear in the student code of conduct and in the students' handbook. There is a clear complaints policy and a record of follow-up action taken in response to complaints received.

<b>Publicity</b>	Need for improvement
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M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

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

Information about all schools and courses is generally clear and accurate. The language used is largely clear and accessible, and translations are available in a wide range of languages. While most information on courses is provided, in many cases this is not easily accessible or is insufficiently visible as it is only given on the enrolment page which is in very small print. The number of special interest (SPIN) classes promoted does not reflect the reality of what is available at the school. Information on public holidays is confusing and it is not made explicit which elements of the courses are taught and which are online. The maximum class size is not reported on the individual school pages of the brochure or website but is covered under a section called "Small class sizes" where it is stated as being a maximum of 17 students. However, elements of the course exceed this number and the merging of classes also results in the maximum number being exceeded. Most fees for tuition are provided but prices quoted on the website for general and intensive English courses are incorrect. Examination fees are not given and the cost of course materials is not easy to find. A description of the level of care given to under 18s is provided in the brochure. However, consent forms, which are designed centrally, are written in very dense, legalese language and although translations may be available, parents sign the English version. Relevant items are covered, but parents are required to sign a waiver of responsibility under a very complex set of conditions as stated in the form. Descriptions of accommodation are generally accurate with the exception of private homes. Descriptions of staff qualifications are accurate. In the brochure the accreditation marque only appears on accredited centre pages, not on centres that are not accredited.

#### Premises and resources

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

#### Comments

A full-time facilities manager ensures that the premises provide a comfortable environment. The classrooms, which are of varying sizes, are light and airy. Students have several areas for relaxation; hot and cold food is prepared and served in the cafeteria; and water is freely available. Signage is good. However, noticeboards are generally too high up for ease of reading. Sufficient spaces and facilities are available to staff and for teachers to carry out their tasks.

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

#### Comments

Core EF materials, including printed coursebooks and workbooks used on general English courses, are given to students. Additionally, there are extensive online materials for students to use including 'campus learning' digital resources. Materials for teachers include PowerPoints, project suggestions and additional in-house created materials for SPIN classes. There is a wide range of supplementary material available, and resources are well organised. Overhead data projectors and class sets of tablets are available in some classrooms. The digital campus learning is the main tool for independent learning offered by the school. Guidance is provided at induction and in tutorials, and the DoS is available should students require additional help. Materials are regularly reviewed, and development is ongoing.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

All except one of the academic staff have a level of education normally represented by a Level 6 qualification. The rationale within the context of this inspection for that teacher was accepted. An overall rationale for three teachers with non-standard ELT/TESOL qualifications was accepted within the context of this inspection. The courses contained the necessary components but were not validated by recognised exam bodies or universities. Satisfactory support and guidance is given by the academic manager. The teaching team has an appropriate range of experience, and the academic manager (DoS) is suitably qualified.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

**Comments**

Teachers are suitably matched to courses according to their experience and professional development. Procedures for the effective timetabling of classes are in place. Cover arrangements include combining classes, which occasionally results in the maximum class size being exceeded. There are effective procedures to deal with continuous enrolment. There are arrangements in place, led by the DoS to provide day-to-day support for the teachers and the arrangements for observing and monitoring teachers are effective. Observations include feedback on areas for development and links to the CPD programme.

**Course design and implementation**

Met

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

Met

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

Met

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

Not met

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

Met

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

Met

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

Not met

**Comments**

The EF Method, used by all EF English language schools, is based on current language learning theory and research. The system is clearly described in documents including the teacher manual and both online and face-to-face training opportunities. Materials include coursebooks, PowerPoints, teachers' books, and online applications, which cover the six Common European Framework of Reference (CEFR) levels (A1 to C2). Course design is reviewed by the academic research and development team in Switzerland, informed by visits to and feedback from the schools, and drawing on information given in a needs analysis questionnaire completed by students pre arrival. Teachers' books suggest lesson guidelines, and course outlines for general English courses are provided in the coursebook. However, course outlines for the special interest classes are not available to students. Study and learning strategies are a core feature of the EF Method: students are introduced to the online learning platform during their induction and teacher-led online projects and self-study sessions form part of the weekly programme. Students also have access to online learning resources after their departure. Although on the adult courses weekly lectures delivered by teachers may provide opportunities for students to develop their knowledge of local culture, strategies which help students to develop their language skills outside the classroom are not systematically included on adult or junior courses.

**Learner management**

Met

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Met

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

Met

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

Met

**Comments**

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

**Classroom observation record**

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	General English (adults 16+) and junior course projects
<b>Comments</b>	
None.	

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

**Comments**

T23 Teachers demonstrated a sound knowledge of the linguistic systems and produced appropriate models of spoken and written English. In most of the segments seen teachers provided clear explanations of grammar and vocabulary.

T24 Lessons were generally well planned, and the content of most lessons took account of the class and students' profiles.

T25 In most segments seen, learning outcomes were presented to students and these were generally achieved through a coherent sequence of activities.

T26 A good range of teaching techniques was used effectively in most segments. Techniques seen included eliciting, concept checking, monitoring, and pronunciation practice.

T27 Teachers managed the classroom environment confidently and used appropriate, occasionally tailor-made resources.

T28 Students generally received appropriate positive feedback and teachers used various error correction techniques effectively.

T29 Activities effectively evaluated whether learning was taking place. These included short tasks, which allowed students to evaluate their own learning, and a review stage included at the end of the lesson in most plans.

T30 In the majority of segments seen, teachers created a positive learning atmosphere and students were generally motivated and engaged.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory against the criteria. Teachers demonstrated a sound knowledge of the use of English and lessons generally took course objectives and the students' profiles into account. Learning outcomes were made clear to students. A range of teaching techniques was generally used effectively, and the classroom environment and resources were managed confidently. Feedback was appropriate, and learning was evaluated through appropriate activities. Students were generally fully engaged and enjoying a positive learning atmosphere.

**Welfare and student services**

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met



W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

#### Comments

Appropriate risk assessments and emergency planning are in place to ensure that the safety and security needs of students are met, although the school building risk assessment did not take into account one external door being unlocked. Students reported that they receive good welfare support from a number of staff. The student handbook contains detailed information about living in the UK and health care provision is thorough.

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

#### Comments

The accommodation seen is of a good standard. Cleaning and laundry arrangements are appropriate. Accommodation systems are thorough but not all gas safe certificates had been seen.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

In one instance five students had been accommodated in a homestay. All other criteria in this area were fully met.

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

Comments
None.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments
Students receive information about local activities through a number of channels. The school offers a varied weekly programme with a mix of sport and fun activities; some of the activities are free. For closed group junior classes activities are mandatory and the activity leaders, suitably qualified and experienced, are assisted by group leaders. The content of all activities is based on staff and student suggestions. There are detailed risk assessments for all activities that are regularly updated.

### 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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments
At the time of the inspection half the students (88) were aged under 18. In the peak weeks the number of under 18s increases to 900 out of a total capacity of 1000 in the school overall.
The school has a comprehensive safeguarding policy covering all the required areas. Staff receive appropriate regular training and updates. Parents or guardians receive general information about the level of care provided and complete a generic parental consent form. Safer recruitment procedures are followed, and records were generally well maintained. Risk assessments are undertaken for new staff with pending DBS certification, but these were identical despite staff having varied duties and differing contexts in which they might meet under 18s. There was also a typographical error which crucially affected the meaning; this was remedied during the inspection.

Declaration of legal and regulatory compliance
D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .
The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

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

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

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

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

#### Comments

D1 Sampling identified the following issue: some copies of DBS certificates were kept in staff folders. The school/institution should seek further advice from the relevant statutory/regulatory body.

### Organisation profile

Inspection history	Dates/details
First inspection	September 2014
Last full inspection	August 2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Bournemouth, Brighton, Bristol, Cambridge, London, Manchester and Oxford
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools, international business schools & approximately 10 summer schools

### Private sector

Date of foundation	1977 (Founded in 1965)
Ownership	EF Language Schools Ltd Limited Company number: 01043158
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

Student profile	At inspection	In peak week: July 2023 (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	80	126
Full-time ELT (15+ hours per week) aged 16–17 years	39	189
Full-time ELT (15+ hours per week) aged under 16	49	735
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>168</b>	<b>1050</b>
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17

Junior programmes: predominant nationalities	French	French, Italian, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	21–22	19
Adult programmes: typical length of stay	19 weeks	8 weeks
Adult programmes: predominant nationalities	French, Saudi Arabian, Japanese	French, Spanish, Argentinian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	25
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	18	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The academic manager was not scheduled to teach during the week of the inspection.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	3
Total	8
Comments	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	67	83
Private home	0	5
Home tuition	0	0
Residential	9	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0

Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	80	88
Overall total adults + under 18s	168	