

Organisation name	EF Eastbourne
Inspection date	14–16 August 2018

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

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

Summary statement
<p>The British Council inspected and accredited EF Eastbourne in August 2018. 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).</p> <p>This large private language school offers general English courses to adults (16+) and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, course design, learner management, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

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 eight EF adult schools and an executive centre; junior courses are also offered in four UK centres, including Eastbourne. 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.

Since the spot check in 2016 a new director of studies (DoS) and accommodation manager have been appointed. The school director was employed from outside the organisation to cover for the permanent school director who was on maternity leave.

The inspection took place over two and a half days. Meetings were held with the school director, the director of academic management, the DoS, the customer support manager, the accommodation manager, the residence manager and the activities manager. Focus group meetings were held with teachers of adult and junior students, junior students, adult students, activity leaders and group leaders. All the teachers were observed. One inspector visited two residences and three homestays.

Address of main site/head office

Roborough House, 1 Upper Avenue, Eastbourne BN21 3XA

Description of sites visited

The school is located in a three-storey building set in its own grounds close to Eastbourne town centre. On the ground floor there is a large entrance hall with reception, offices, a lecture hall, a student lounge, the activities office, a staff room, cafeteria and toilets. Leading from the cafeteria, there is a courtyard area with seating for relaxation and the consumption of food. Beyond the courtyard there is a building currently used for storage. On the first floor there are nine classrooms and two computer rooms (iLabs), and there are a further eleven classrooms and toilets on the second floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 checked="" type="checkbox"/>	<input checked="" 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 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 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. All courses include general English lessons in the classroom, project sessions in the iLabs, and a weekly lecture. For all courses other than the basic course, a variable number of special interest lessons (SPINs) is included. Examination preparation courses include examination-related SPINs. There is also an internship programme which combines study with work in a professional company. Lessons are held Monday to Friday, with students alternating between morning and afternoon lessons according to the timetable. In the summer some lessons may also be held Tuesday to Saturday.

Summer English courses for juniors aged 12 to 16 years are available from June to August. These include 17 hours and 20 minutes or 21 hours and 20 minutes class time and a programme of activities. Junior courses are run Monday to Friday.

Accommodation profile

The school has a register of approximately 350 homestays, with a total of over 600 beds. The majority of hosts

accept under 18s. The school offers a year-round self-catering residence for up to 40 adult students (16+). Accommodation is arranged in apartments with twin and triple bedrooms, kitchen and bathroom. In summer there are three residences, all in hotels on or near the seafront which are also open to the general public. The main junior residence accommodates up to 210 students aged 12 to 16 years. The second summer residence accommodates up to 50 students aged 13 to 17 years. The inspectors were not informed in advance that this residence was in use during the inspection. The third residence accommodates up to ten adults (18+). Students are placed in shared bedrooms with two to four students and have meals on a half-board basis. One inspector visited three homestays, the year-round self-catering residence and the main junior residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management has clearly stated and applied goals, values and objectives. Well-designed systems, many of which are centralised, cover aspects of staff management and student administration. Communication and feedback procedures are effective. There are sound induction procedures and good provision for staff development. Some aspects of publicity are inaccurate or confusingly presented. *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 are of a high standard and provide a very comfortable environment for both students and staff. Teaching and learning resources provide carefully structured support both for teachers and students. Staff benefit from an appropriate professional environment. *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. The academic management team is appropriately qualified and there are effective systems for timetabling, monitoring and recording learner progress, and providing support to teachers. The approach to course design and review is carefully thought through, and learner management is efficiently handled. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school offers a safe and secure environment for students and staff. Students' needs for pastoral care and information are well met. Accommodation systems are generally efficient, although monitoring of standards of decoration and cleanliness of homestays could be improved; the homestays visited were of a basic standard. The year-round self-catering residence is of a high standard. The summer residence visited is of an adequate standard, although provision of food could be improved. Leisure opportunities for both adults and juniors are well managed and meet a wide range of student needs. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The level of care given to under 18s on adult courses and to students on the junior courses is appropriate. The safeguarding policy is clear. Procedures are in place to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time.

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.	Strength
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	Strength

recorded.	
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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 organisation has very clear goals and values, which are set out in their mission statement and accompanying documentation, and made known to staff. These are integral to the workings of the organisation.

M2 A worldwide conference each year brings together managers from sales offices, the central operations team and school directors to set objectives for the following year and clear measures are in place to monitor the progress of their implementation

M3 The management structure within the school and the wider organisation is clearly documented and well understood internally. Staff photographs with an indication of their roles are provided in the student welcome pack, and there is a photoboard of all staff prominently displayed.

M4 Communication across the organisation and within the school is effective with regular minuted meetings. There are opportunities for staff in similar roles to communicate between schools. Staff in focus groups stated that they felt well informed. A student council is convened outside the summer period and all students have access to a personalised page on the school's online platform (MyEF). Homestay hosts are kept informed through a regular newsletter and dedicated host pages on MyEF.

M5 There is a range of mechanisms in place to obtain adult student feedback; these include initial and end-of-course evaluations, mid-course evaluations every four weeks, a student council and staff mentors allocated to longer-stay students. Junior students complete an initial and an end-of-course questionnaire. Data from evaluations is analysed regularly within the school and used by central management to compare performance across schools.

M6 Year-round staff provide feedback at staff meetings, at appraisals, through a suggestion box, and in the twice-yearly anonymous survey. Seasonal staff provide feedback at weekly meetings and all staff have a face-to-face exit interview. Comments and action taken are recorded and contribute to the internal review process.

M7 There is a comprehensive quality review cycle which includes internal audits, cross-company comparison, analysis and meetings at both organisation and school level.

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 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.	Strength
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.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 The staff handbook, which is produced centrally, describes employment rights in great detail. Staff in focus groups said they felt valued and well supported.

M11 All staff receive a comprehensive induction based on guidelines and checklists. Induction time is paid and opportunities for shadowing or observing colleagues are provided. Procedures are in place for seasonal staff who arrive late.

M12 The review process and procedures for handling unsatisfactory performance are clearly documented. The three-month probation review and the annual review recognise achievements and identify areas to work on. Staff with potential are identified for possible promotion. Seasonal staff have a weekly 'chat' with their line manager.

M13 There is budgeted provision for training, both internal and external, for all levels of staff. Training sessions are also run by the central office team including a yearly safeguarding update for all staff, and customer service training. Many staff have undertaken fire marshal and/or first aid training. CPD for teachers is linked to observations and there are opportunities for peer observations.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their	Strength

course choices before arrival and during their stay.	
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	Strength
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.	Strength

Comments

M14 The customer support manager felt well supported by her efficient team. Additional staff are employed in the summer and training is provided on customer service. Students commented positively on the helpfulness and friendliness of staff.

M15 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 or parent's first language where advice on both centre and course choice is provided. Further course information and advice is provided by the relevant staff in the school.

M16 Enrolment, invoicing and fee collection are carried out in the overseas sales offices and, where necessary, support is also provided in obtaining visas. Information entered on the database used by the sales offices is then available to the school.

M19 The school's policies on attendance and punctuality are made clear in written form and at induction. There are effective additional procedures in place for under 18s on adult courses and students on the junior programme. Evidence of systematic follow-up action was seen.

M21 The student handbooks describe the complaints procedure in clear and accessible English. The information is reiterated at inductions. Any complaints and the action taken are logged on the student page of the database. Evidence was seen of follow-up action.

Publicity	Met
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.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the brochure, which is produced centrally. This is used by overseas sales offices to advise and talk through bookings with customers, and is sent out in response to enquiries. The brochure contains information relevant to all EF schools in the UK; one page is devoted specifically to the Eastbourne school. More limited information is also available online through the EF UK website, which has a link to the web page for the Eastbourne school.

M23 The publicity provides a generally realistic impression of the school. However, occasional statements are misleading, for example the website states that all courses are full time, when this is not the case.

M24 Most of the information required is provided, but in some cases this is not easily accessible or is insufficiently visible because it is only given on the enrolment information page, which is in very small print. This includes, for example, the minimum age on adult courses and the age range on junior courses. The number of taught hours for each course type is stated. However, project sessions are sometimes taught and sometimes supervised sessions in the iLabs and therefore effectively constitute guided self-study. 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. In the brochure the minimum age on junior courses is not consistently stated.

M25 Most required information is stated in the publicity. However, costs of accommodation supplements are not

sufficiently clearly set out.

M26 There is insufficient information on the level of care provided for students on junior courses both on the website and in the brochure.

M27 The publicity includes information on the range of accommodation offered. However, there is no information about a second residence used this summer.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 The premises provide a very comfortable, stylish and spacious environment for students and staff. The school is set in extensive grounds with plenty of space, even when the school is full. The school building is well maintained and the décor is in keeping with the brand. The reception area, cafeteria with adjoining courtyard, student lounge, offices, corridors and staircases are all well-designed and spacious.

P3 The large cafeteria and adjoining courtyard, the student lounge and spacious, well-maintained school grounds provide excellent relaxation areas for the students.

P4 The cafeteria provides a good range of freshly prepared food throughout the day at reasonable prices. Water dispensers are available in the cafeteria, student lounge and on the second floor.

P5 Signage is clear and well designed. Noticeboards are informative and posters are designed to a high standard.

P6 The staff kitchen and large staff room are used by teachers and administrative staff. There is plenty of room for teachers to prepare lessons, and a comfortable seating area. Resources are well organised and readily accessible. There are computers with printing facilities and photocopiers. Lockers for personal possessions are provided.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Core EF materials, EFEKTA for adults and Fast Track for juniors, are used on general English courses. These include printed coursebooks and supplementary materials, and for adults extensive online resources. Course-specific materials are produced for the linguistic SPIN classes, and commercially produced resources are available for all other SPINs and examination courses.

P8 There is a wide range of resources available for teachers to supplement the core materials, including listening activities, presentations, workshop cards and videos. The school also subscribes to published online resources.

P10 All adult courses include supervised self-access study using the extensive iLab materials which form part of the core EF materials. The iLab facilities and materials are available for self-study outside timetabled hours. Further online resources are also available to students during the course and for either three or six months afterwards,

according to their course type. There is a small library of graded readers available in a quiet study room.

P11 Adult students are introduced to iLab facilities during their first class. Support on how best to use the facility and the materials is always available from the academic team and during supervised iLab sessions.

P12 The review and development of EF teaching and learning resources is primarily the responsibility of the central academic management team working with academic staff in the schools. Materials are revised regularly, following piloting in selected schools. New materials have been trialled in the school. Feedback is regularly sought from teachers and there is a resources budget for commercially produced materials.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	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

T1 One teacher did not hold a Level 6 qualification. The rationale was accepted within the context of this inspection as the teacher has undertaken post-secondary school professional training.

T2 One teacher did not have an ELT qualification that meets the requirements of the Scheme. The rationale was accepted within the context of this inspection as the teacher has completed an ELT course and was supported by the academic management team.

T4 The DoS and the senior teacher are both TEFLQ. The academic co-ordinator is TEFLI. The rationale was accepted within the context of this inspection as he is appropriately deployed on administrative duties.

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

Comments

T6 The school operates a double-banking timetable year round and triple-banking in the summer period for adults. Junior and adult timetables are also staggered. As a result timetabling is complex and the DoS is to be commended for the efficiency with which this is handled.

T8 The EF materials are designed to provide stand-alone lessons to facilitate integration. New students in need of support are guided to the online study materials. Tutorials are carried out every four weeks and provide a sense of progression to longer-stay students.

T9 There are good systems in place including weekly teacher meetings that provide opportunities for teachers to raise concerns, and monthly teacher forums that allow for the discussion of ideas and new directions. The academic management team operate an open door policy. Peer observation is encouraged. Teachers in the focus group felt very well supported.

T10 Teachers new to the organisation are observed within the first two weeks of their contract and formal observations are carried out twice a year. The observation process includes teacher self-evaluation and written feedback with concrete recommendations for development. Some teachers in the focus groups felt that the feedback had not been delivered constructively.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate	Strength

course structure described in writing for teachers' guidance.	
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 The EFEKTA system, including the junior Fast Track material, is based on current language learning theory and research. The principles and course structures are clearly described in online and face-to-face training for teachers. The materials are used by all EF English language schools.

T12 The Swiss-based academic research and development team analyses feedback on courses and materials from teachers and students. Teachers are actively encouraged to provide feedback. Core EFEKTA materials are reviewed centrally on a regular cycle, new materials are trialled in selected schools, and additional materials developed when needs are identified. A new edition of some levels of the junior Fast Track coursebook has been launched this summer.

T15 Study and learning strategies to support independent learning are a core feature of the EFEKTA learning system. All adult students have computer lab sessions which allow them to work at their own pace, and they continue to have access to online learning resources after their departure.

T16 For adult students the 'Culture' section of the guide books, which form part of the EFEKTA materials, contains activities to encourage interaction with the wider community outside the classroom. A number of extra-curricular clubs are run each week after school. In the past year students produced a pantomime which was staged in the community. Junior students have a full programme of activities that ensure they make the most of their time in the UK.

Learner management	Area of strength
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.	Strength
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.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T18 Student progress is monitored through teacher assessment and regular progress and level tests. Adult students can access an online record of their progress, which is also discussed at individual monthly tutorials where new targets are set.

T20 Academic year students are encouraged to take a public examination during their course. Barrier tests are used to check that the student's level is appropriate for their chosen examination. The results of these are discussed with students on an individual basis.

T21 Reports are detailed and professionally presented. Academic year students and their sponsors can request interim reports during their course.

T22 The university pathways' office in the Cambridge school provides detailed information and good support to any student wishing to enter mainstream UK education.

Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	General English, SPINs and project sessions

Comments

The academic co-ordinator and the senior teacher were timetabled to teach and are included in the number of teachers seen.

Teaching: classroom observation	Please select
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers generally provided accurate models of spoken and written English. In better lesson segments models included phonemic script and stress marks to aid the learning of new vocabulary. There was a clear awareness of register and good models of pronunciation both for individual words and connected speech. Occasionally inaccurate models were provided, both in grammatical structures and pronunciation.

T24 Class profiles were provided on all lesson plans, but these were not always sufficient to identify learning needs and styles. Where they were, this was reflected in the choice of activities and some evidence of sensitivity to the students' pace of learning. There was some imaginative use of television documentaries and authentic videos through the Fast Track junior materials, though most of the content was related to the coursebooks.

T25 Aims were outlined on the board in all classes and were referred to in the better segments. There was a clear link between aims and activities, and where warmers were used these were relevant to the learning outcome.

T26 A range of teaching techniques was in evidence. In better segments these included skilful eliciting, purposeful monitoring, effective prompting and clear checking of understanding of meaning. There were some excellent examples of challenging students to produce advanced language. In weaker segments there were lengthy elicitation phases, monitoring lacked any apparent purpose, activities were overly complex and students were asked to read out questions for no obvious pedagogic reason.

T27 Management of the learning environment and resources was generally appropriate. There was some good use of whiteboards including the use of colour to highlight linguistic features. Students used their phones for specific activities. Projectors were used for student presentations and authentic materials, and there was effective use of iLab facilities. In better segments instructions were clear and checked and the coursebook did not dominate. In weaker segments, students were not always sure of what they were supposed to do, coursebooks were used unimaginatively and whiteboards and listening equipment were not handled effectively.

T28 In better segments peer- and self-correction were encouraged, there was helpful and supportive monitoring, students were asked to justify their answers, and delayed correction was carried out after freer practice activities. However, in many classes feedback lacked variety. In some instances mistakes were ignored completely and there was poor follow-up on pair work.

T29 Short tasks were used and in most classes there was evidence in plans that freer activities would give opportunities for practice and evaluation. In better segments concept questions were used to check understanding, there was reference to work covered in previous lessons and warmers were used to revise previously learnt vocabulary.

T30 In better segments there was a variety of activity and interaction types and effective use was made of movement with junior students. Students were focused and engaged, and there was good use of nomination and some personalisation. In weaker segments there was a lack of pace and lessons were too static for juniors. In these segments much of the interaction went through the teacher, resulting in too much teacher talking time.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory with the majority being satisfactory. Generally teachers demonstrated a sound knowledge of the linguistic systems. Teachers in better segments were able to identify the learning needs of their students. A range of techniques was in evidence and in better segments these were effective. The management of resources and the classroom

environment was often handled appropriately, though not in all classes. Some good feedback techniques were in evidence, but in weaker classes there was a lack of variety. Evaluating learning was well handled and students were focused and engaged in the better segments.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 All significant risks are addressed in the buildings and fire risk assessments for the school and for residences. Although the site is open to the public, there are effective procedures to ensure the safety and security of staff and students onsite. Fire safety procedures are appropriate.

W2 The school has a detailed emergency plan; staff are aware of their roles. An emergency drill was held in May 2018 to check that all aspects of the plan worked effectively.

W3 The school has a genuine commitment to the pastoral care of students, communicated to all staff, hosts and group leaders. The named welfare officer is introduced at induction. Students are assigned before arrival to a mentor who provides information and support on request. Any welfare concerns students may have are discussed at a first-week meeting. The school identifies students with specific educational or medical needs and provides additional support as required.

W4 Policies and procedures for dealing with abusive behaviour and for promoting tolerance and respect are made known to students and staff at induction, in handbooks and on suitably worded posters. All staff have basic training in the Prevent strategy.

W7 Students receive all relevant information prior to departure, at induction and in adult and junior handbooks. A separate handbook about EF Eastbourne is also provided. A quiz at the first-week meeting reinforces important information.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
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

W9 The hosts visited were all friendly and welcoming. However, the decoration and furnishings in all three houses

was of a poor standard. In one case this was because the house was being substantially renovated. Bedrooms were adequately furnished, although in two cases bunk beds were provided for students aged over 14 years. Evidence was provided that students were informed of this in advance. The year-round self-catering residence has been refurbished to a high standard, with stylish furniture, fully-equipped kitchens and modern bathrooms. There are bunk beds in the triple rooms; evidence was provided that students are informed of this in advance. The main junior residence is at the rear of a large seafront hotel. The school has its own side entrance and reception area. Public areas, corridors and student bedrooms are cleaned to an acceptable standard, but have old-fashioned furnishings and decoration. Meals are taken in the basement ballroom. EF residence assistants are on hand to support students, oversee meals and enforce rules.

W11 Hosts are revisited on average once a year. Records of visits are kept. The fire risk assessment is reviewed at each visit.

W15 Students and group leaders complained about the food in the main junior residence and stated that it did not include sufficient variety or healthy alternatives. Junior students take lunch at school. They receive hot meals and packed lunches on alternate days.

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

Comments

All criteria in this area are 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

All applicable criteria in this area are fully met.

Leisure opportunities	Area of strength
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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 The activity manager and his enthusiastic team of leaders provide a wide range of activities for adults and juniors. Adults have late afternoon or evening activities and weekend excursions, some of which are pre-booked. Most events are suitable for under 18s; alternatives are suggested if students cannot attend the main event. Wet weather alternatives are provided if necessary. Juniors have a mandatory programme of either morning or afternoon activities, depending on their lesson schedule, and weekend excursions are also available. They are also invited to attend whole-school events at the school on weekday evenings.

W25 The programme is well organised. Information about activities is available from the activity desk in the student lounge, also on MyEF. Leaders receive comprehensive activity packs to ensure that activities are efficiently managed. Extensive background information about excursion destinations and detailed itineraries are also provided.

W26 Risk assessments are carried out for all activities; these are signed by leaders and are updated as necessary. Guidelines on emergency procedures during excursions are clearly set out in the detailed activity leaders' handbook.

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.	Strength
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

There were 336 students under the age of 18 during the inspection, of whom 173 were 12 to 16 year-olds on the junior course and the remainder were 16 and 17 year-olds following the adult course. Students aged 16 and 17 years old are accepted on the adult courses year round. On average 48 per cent of students on the adult courses year round are 16 and 17 year-olds.

S1 There is a clear and comprehensive safeguarding policy in place, which includes all the required information and is regularly reviewed. Named members of staff are identified as responsible for implementing the policy and for dealing with any allegations.

S2 The designated safeguarding lead, the two safeguarding officers and two other managers have had specialist safeguarding training. The welfare officer has had advanced safeguarding training. All staff have basic safeguarding training and have additional training led by head office staff. Homestay hosts and group leaders receive appropriate information about safeguarding procedures.

S3 Appropriate parental consent forms are in place. However, the liability waiver form signed by parents of under 18s following adult courses includes a final paragraph which is written in difficult legal language.

S4 The recruitment materials cover all aspects of safer recruitment best practice as specified in the safeguarding policy. All staff and homestay hosts are DBS checked. However, sampling of homestay records showed that records of references were incomplete.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 Sampling identified the following issue: the school did not appear to have the original book for photocopiable materials made up into files; the school should seek further advice from the relevant regulatory body.

Organisation profile

Inspection history	Dates/details
First inspection	2014
Last full inspection	2014
Subsequent spot check (if applicable)	April 2016
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Other accredited schools in the UK: Bournemouth, Brighton, Bristol, Cambridge, Cambridge Executive, London, Manchester, Oxford
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools and international business schools

Private sector

Date of foundation	1965
Ownership	Name of company: EF Language School Ltd 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	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	202	240
Full-time ELT (15+ hours per week) aged 16–17 years	159	335
Full-time ELT (15+ hours per week) aged under 16	155	230
Part-time ELT aged 18 years and over	16	6
Part-time ELT aged 16–17 years	4	20
Part-time ELT aged under 16 years	18	110
Overall total ELT/ESOL students shown above	554	941
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Belgian, Turkish, German, French	Belgian, Mexican, Swiss, Taiwanese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–20	16–20
Adult programmes: typical length of stay	7 weeks	5 weeks
Adult programmes: predominant nationalities	Spanish, German, Belgian, Colombian	Colombian, Japanese, Taiwanese, Chilean

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	19	21
Number teaching ELT 20 hours and over a week	19	
Number teaching ELT under 19 hours a week	N/a	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and	19	

administrative staff working on eligible ELT courses		
Total number of support staff	10	

Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification		2
Academic managers without TEFLQ qualification or three years relevant experience		1
Total		3
Comments		
The academic co-ordinator was teaching 14 hours and 40 minutes and the senior teacher 26 hours and 40 minutes.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		3
TEFLI qualification		15
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		1
Total		19
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
Arranged by provider/agency		
Homestay	178	193
Private home	12	0
Home tuition	0	0
Residential	25	141
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	219	335
Overall total adults + under 18s	554	