

Organisation name	The English Language Centre, Brighton
Inspection date	3–5 June 2015

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. We recommend that the next inspection take place at peak when summer vacation courses and courses for teachers are running.

Summary statement

The British Council inspected and accredited The English Language Centre Brighton in June 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s, and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general and professional English for adults (16+) and for closed groups of adults (16+), and offers vacation courses for adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, publicity, premises and facilities, learning resources, academic staff profile, academic management, teaching, care of students, leisure opportunities, and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1983
Last full inspection	June 2011
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	Feb 2013
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	Eastbourne School of English
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1962
Ownership	Charitable Trust – The English Language Centre
Other accreditation/inspection	ISI

Premises profile

Address of main site	33 Palmeira Mansions, Hove BN3 2GB
Details of any additional sites in use at the time of the inspection	35 Church Road, Hove (just opposite main site)
Details of any additional sites not in use at the time of the inspection	Loxdale English Centre, Locks Hill, Portslade, East Sussex BN4 2LA
Profile of sites visited	<p>The English Language Centre (ELC) is situated in Hove, close to where the border line between Brighton and Hove runs, and promotes itself as The English Language Centre Brighton. The centres of both Brighton and Hove are easily accessible, either on foot or using the frequent bus service. It is close to the seafront.</p> <p>The school comprises three buildings with a total of 30 classrooms. Two buildings are interconnected with the third directly opposite. The main part of the school is housed in a large grade 2* listed Victorian building, constructed between 1883 and 1884, which has a modern extension at the rear. In addition to the classrooms there are a lecture hall, a study centre with a computer room, a large reception area leading to a suite of offices, two student common rooms, a student kitchen, a teachers' workroom, academic offices and a teachers' kitchen. A section of one building is dedicated to business English and houses a business lounge as well as some of the classrooms. This area has limited access by the use of a keypad.</p> <p>A small outside patio has been designated a smoking area.</p> <p>ELC runs a summer vacation course for young adults at the Loxdale English Centre (not visited), where it rents nine classrooms, a teachers' workroom and an office. The Loxdale English Centre is accredited by the British Council for its own provision.</p>

Student profile

	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	170	390
Full-time ELT (15+ hours per week) aged 16-17 years	4	80
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	174	470

Comments

The school runs the following courses throughout the year, unless indicated otherwise:

- general English
- preparation courses for the Cambridge main suite and LCCI examinations
- IELTS preparation courses
- business English tuition in small groups and one-to-one
- short two-week teachers' courses with a language development component
- a summer-only general English course for young adults aged between 16 and 22 (held at the Loxdale English Centre)
- tailor-made courses for closed groups
- one-to-one tuition on request.

A *Study Year Programme* for students enrolling for a minimum of 24 weeks allows them to select from a range of the courses that the school offers and to construct a programme that best meets their individual needs.

The majority of students take general English courses with 18.75 or 22.5 hours' tuition a week.

A small number of 17 year olds are enrolled on adult courses and 16 year olds are accepted in January, February, July and August.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	120	2
Private home	0	0
Home tuition	0	0
Residential	14	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	6	0
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	29	0
Overall totals adults/under 18s	170	4
Overall total adults + under 18s	174	

Introduction

The English Language Centre is a well-established school run by a not-for-profit charitable foundation. In 2010 the charity running the English Language Centre merged with the charity running the Eastbourne School of English, a British Council accredited school. Although the two schools remain separate and distinct, the principal/chief executive officer (CEO) of the English Language Centre is also the CEO of the Eastbourne School of English and shares his time between both schools. The greater part of his time is spent at the English Language Centre Brighton. The management is working towards establishing common systems and procedures for the two schools and to date has set up a shared records system, a common format for publicity material (but with separate content) and harmonised policy documents. Work is in progress towards creating a common accounting system.

The school, being a charity, undertakes a number of charitable activities including the awarding of scholarships to students and involvement in the local community. There is a wide range of student nationalities, ensuring that no single nationality or language group predominates.

The inspection took place over three days with two inspectors. Meetings were held with:

- the Principal/CEO
- the academic manager
- the assistant academic manager
- the third member of the academic management team
- the member of the teaching staff responsible for teacher training courses

the sales/marketing administrator
 two administrative assistants
 the accommodation and welfare officer
 the buildings manager
 the study centre coordinator
 the social activities organiser
 the manager of the study hotel.

Meetings were held with two student focus groups (adults and under 18s) and with a group of teachers. One inspector visited three homestays, the school's student house and one study hotel.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 A clear administrative and management structure is in place, which is known to staff members. Clear lines of reporting and of responsibility are in operation.

M3 Detailed job descriptions are in evidence. A small number of these would benefit from updating.

M4 Regular minuted meetings are held, involving administrative and teaching staff. The Board of Governors meets on a quarterly basis. Monthly senior management team meetings are held and formal teachers' meetings also take place on a monthly basis. These are supplemented by short twice-weekly teachers' meetings at the beginning of the working day. Both teaching and administrative staff work closely together and share workrooms and office space, ensuring effective continuing informal communication.

M5 The school follows rigorous recruitment procedures and provides staff contracts and a staff handbook which sets out rights and responsibilities. Full records are kept. Staff clearly felt that they were valued and appreciated the school's flexibility in accommodating individual needs, for example to balance work with family responsibilities. The school has an arrangement with a specialist human resources consultant, who is available to give advice on request.

M7 Thorough induction procedures are in place, including a checklist of all relevant areas to be covered. Recently-appointed staff spoke positively of their experience.

M8 Permanent teachers and long-term temporary teachers have an annual appraisal. Administrative staff are appraised every two years. Short-term teachers are monitored through observation of their teaching but do not receive a formal appraisal. The principal and the academic manager do not currently have appraisals.

M9 Professional development is linked to appraisal for teaching and administrative staff. The school is a member of *English Network*, a voluntary grouping of ten independent English language schools which share knowledge and experience and provide professional development support for administrative staff, among other functions. The school has a policy of supporting staff in their professional development by freeing them to attend training events and also providing financial support. Staff spoke very highly of the support received.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Administrative staff work well together and provide a good service to students, with ready access to information as required. They take a proactive approach to their role and are able to anticipate student requirements. Students commented very positively on the approachability and responsiveness of the administrative staff.

M13 Full student records are kept, including students' local contact details and emergency contacts. The records are held both electronically and on paper, and are readily accessible to authorised staff. Administrative staff are assiduous in keeping records up to date.

M14 There is a clear written policy and robust procedures concerning student attendance. Registers are taken twice daily and checked twice weekly. Attendance details are entered on a database at the end of every week. A clear procedure is in place for following up student absences. The attendance of students under 18 is checked more frequently and any absences are followed up and investigated immediately. Teachers are aware of which students are under 18.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Review of systems and practices is ongoing, particularly through discussions at meetings, drawing on staff and student feedback, liaison within the industry and contacts through the *English Network* (see M9). Action taken is recorded, mainly through records of meetings.

M18 Written feedback using questionnaires is obtained at a very early stage and then, for general English, every two weeks thereafter. For other courses this is generally at the end of the course. Completed questionnaires are analysed and summarised, firstly by class teachers and then by the academic management team. Separate feedback is obtained in respect of accommodation. Significant issues are addressed promptly. Feedback is also obtained during student tutorials.

M20 A written complaints policy is included in student handbooks and is posted on notice boards. It sets out clearly and accessibly how to make a complaint and the process that will be followed. Students are informed of their right to take their complaint to English UK. Evidence is in place of appropriate action taken in response to complaints (which are rare).

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity is primarily through the school's website. This is supplemented by an online video and two printed prospectuses, one general and the other for business English courses.

M21 Publicity material is accurate and provides a good picture of the school. The language used will be accessible to most students and also to agents.

M22 Publicity material gives a very fair representation of what students could realistically expect to experience during a stay at the school. The video in particular presents the school and the environment from the perspective of past and present students.

M23 Information on courses available is accurate and complete, providing students with a realistic and informative description of the aims and approaches of the different courses available to them at the school. Levels are clearly stated and are matched by what is actually provided.

M24 The course information required by this criterion is provided, but item 37 in the terms and conditions states that the school may on occasion accept students who are slightly below the minimum age. There were no students below the minimum age present at the time of the inspection. The school stated that this exception was only ever applied to a special course for more mature students, normally over the age of 50.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the school is of a good standard and operates to the benefit of students. Staff management is sensitive and supportive, student administration is efficient and responsive and quality assurance procedures are effective. Publicity material is informative and accurate. *Staff management, Student administration, Quality assurance, and Publicity* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The buildings are spacious and provide a comfortable environment for staff and students. Office space is more than adequate and all classrooms are of a good size relative to the number of students using them. Communal and open areas provide adequate space and students are able to move around freely.

R2 Since the last inspection considerable additional work has been undertaken in the renovation and redecoration of the school's premises. This has included sensitive restoration work on parts of the listed building. The premises are in very good condition and there is a high standard of cleanliness in evidence throughout.

R3 All classrooms are of a good size and allow freedom of movement. Furnishings are flexible and configured suitably to facilitate student participation in lessons. Lighting and ventilation contribute to students' comfort.

R4 Two student common rooms/lounges provide a welcoming and relaxing environment. They are furnished with tables and comfortable seating and provide adequate space for students wishing to use them. Students also have the use of a student kitchen with kettles and a microwave oven, together with spaces for the consumption of food. Business English students have a dedicated lounge which they can use in the business English area of the school. A small patio with some garden furniture is available as a smoking area.

R5 Signage is clear and appropriately located, in particular on staircases at every level. There are noticeboards in all classrooms and communal areas. They are well presented and neatly maintained.

R6 A large well equipped and resourced teachers' workroom provides all teachers with their own work space and

functions also as a location for teaching resources and equipment. Teachers also have the use of their own kitchen/eating area, which is well equipped and pleasantly furnished.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The school provides a rich resource of coursebooks and other materials. These include supplementary materials, photocopiable worksheets, reference sources including dictionary sets for class use, ESP materials, CDs and DVDs. Specialised in-house material is also in evidence. Coursebooks for students are included in the fees and are free of charge at the point of delivery. The school holds a stock of coursebooks so that there is no delay in students receiving one at the correct level for their class.

R8 Teachers have access to three networked computers and a printer/photocopier in the teachers' workroom. A very wide range of materials is available to teachers and is readily accessible. The materials cover all areas taught at the school.

R9 Classrooms are equipped with 11 interactive whiteboards and four data projectors. A fifth, portable data projector is also available. If a teacher's regular classroom does not have a data projector, a room equipped with one may be booked. Twenty eight tablets are available for classroom use. Teachers have received some training in the use of interactive whiteboards and more is planned to ensure optimum use. Routine maintenance is carried out in-house by the buildings manager; an external IT company provides specialist support and maintenance. Wi-Fi is available throughout the school and students professed satisfaction with the quality and speed of the service. Commercial e-learning material is also available to students online.

R10 A study centre is available to students every day and is staffed by an experienced EFL teacher every afternoon for 2.75 hours following on from the end of afternoon classes. The centre is very well equipped and resourced. It contains a computer room with 17 computers, a wide range of books, including reference books, graded readers, examination preparation material, CDs and DVDs. There is also a listening centre.

R11 All new students visit the study centre as part of their induction and are given a tour and an introduction to how to use it. They are also given a simple written user guide.

R12 Information and suggestions for updating are regularly obtained from teaching and support staff. Teachers reported that all requests and suggestions were responded to and action taken promptly.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are of a high standard and provide staff and students with a good working environment conducive to teaching and learning. Learning resources also meet high standards and provide materials and equipment well designed to promote effective study. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 The qualifications profile of the teaching staff is very good. A high proportion of the teaching staff are TEFLQ, and all others are TEFLI. A number of staff have a master's degree in a relevant subject.

T4 The academic management team is well qualified and experienced. Two of the three have higher degrees in TESOL/Applied Linguistics and a third has a PGCE in TESOL. All have well in excess of ten years' experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Deployment of teaching staff is the responsibility of the academic manager. Qualifications, experience and personal preferences are taken into account. Several staff are examiners for external bodies and this also guides their deployment. Deployment also aims to broaden teachers' experience and expertise and to this end staff teaching in areas new to them are paired with a teacher experienced in that area.

T7 Timetabling aims to ensure a good level of continuity of staffing.

T8 A designated cover teacher is on call every day and additional cover teachers are listed. At peak a cover teacher is on the premises every day, and at very busy times there are two.

T9 Students may join classes every Monday and procedures are in place to ensure that newly-arrived students are integrated into classes as quickly and effectively as possible.

T10 The school provides very good support for teachers' professional, development. Financial support is available for attendance at workshops and conferences and also for upgrading qualifications. In-house training is also provided. Peer observation forms an important part of the professional development programme. Teachers funded to attend external events are expected to report back to colleagues on what they have learned in a 'cascading' process. Teachers reported very positively on the professional development support that they receive.

T11 The school's policy is for academic managers to observe all permanent and long-term temporary staff annually and to observe all new staff in the first two weeks after their appointment. All observations are normally recorded. However, no observation records were available for three staff, although the school stated that observations by an academic manager had taken place and the records had been mislaid. A further two teachers had not been observed within the previous twelve months, but had been observed within the previous 18 months.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 A statement of the principles behind course design is included in the teachers' handbook. This useful document is brief but clear and focused. Course design is largely based on Common European Framework of Reference (CEFR) documentation and consists of objectives, levels and outcomes. There are no detailed teaching syllabuses provided, but the selected coursebook forms the basis of course structure, and the teachers have some latitude in designing their courses within these parameters.

T15 Strategies for independent learning and study skills in general may be included in course design incidentally, but there is no systematic procedure to ensure that this takes place. It is left to individual teachers. There is scope for further development here.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 There is an in-house placement test which consists of four parts: listening, multiple choice (grammar, reading, vocabulary), writing and an interview. The results of the placement testing are reliable and few students need to be moved once placed in class.

T18 Teachers on general English courses enter details of student progress every two weeks on student record cards. They may also conduct tutorials on a relatively informal basis. Longer-stay *Study Year Programme* students receive a tutorial every month or two months, according to their teacher's assessment of the need. These tutorials are recorded and action points are noted. The school provides guidelines for teachers' use when conducting tutorials.

Classroom observation record

Number of teachers seen	24
Number of observations	24
Parts of programme(s) observed	all

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a good knowledge of the linguistic systems of English and provided students with clear models. As well as covering grammar, vocabulary and pronunciation, teachers handled aspects of discourse structure, writing conventions and stylistic variation.

T24 Language was pitched at an appropriate level for the class, demonstrating that teachers had a good awareness and understanding of the levels of their students. Teachers were particularly sensitive to levels, needs and learning styles in small classes and one-to-one tuition.

T25 Lessons were focused and planned in detail. Aims and learning outcomes were clearly stated. On occasion outcomes were stated in terms of topic rather than language items

T26 Progression was smooth and lessons were appropriately staged. Teaching and learning were purposeful with clear aims in mind. Many lessons led on to homework tasks, which were frequently set.

T27 Classroom management was effective. Teachers gave clear instructions and handled transitions well.

Coursebooks were used effectively as a framework for teaching without being followed slavishly. Teachers used audio and visual material to good effect and some teachers were able to make good use of interactive whiteboards. T28 Teachers used a wide range of teaching techniques and were particularly strong in eliciting language and using effective questioning techniques. There were instances of the use of carefully selected prompts to encourage inductive learning and of the intelligent use of task-based activities. Teachers provided effective, confident and unambiguous feedback. Appropriate techniques were employed in one-to-one teaching. There was a limited amount of error correction and almost no correction of pronunciation.

T29 Learning activities were very well managed. Teaching was interactive throughout and teachers adopted an approach which was challenging to students. Good pace was maintained and students were interested and engaged in all lesson segments observed. Students worked well together and achieved a high level of participation in classroom activities.

T30 Teachers were aware of students' cultural differences and responded appropriately. There was good rapport between teachers and students, aided in some instances by the use of humour. In one-to-one lessons, teachers and students had established good working relationships.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching observed ranged from good to very good. Teachers demonstrated a good knowledge of the linguistic systems of English and provided students with clear models. They matched their language well to the level of their class. Lessons were focused and well planned. Aims and learning outcomes were clearly stated. Teaching and learning were purposeful with clear aims in mind. Classroom management was effective; teachers used a wide range of teaching techniques and were particularly strong in eliciting language and using effective questioning techniques. Teachers were aware of students' cultural differences and responded appropriately.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic staff qualifications profile is very good and academic management is of a high standard. Course design meets student needs and learner management operates effectively. The teaching observed met the requirements of the Scheme and was of a high standard. *Academic staff profile, Academic management and Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The school is located in a residential area of Hove. CCTV cameras are in operation, and all visitors are issued with ID cards. The business suite and 35 Church Road are equipped with entry keypads. At induction students are informed about aspects of personal safety. There are monthly fire drills, adequate fire extinguishers and regular alarm bell tests. The premises risk assessment is reviewed annually. All staff have received safeguarding training, and six are trained in first aid.

W2 Pastoral care is in the hands of the accommodation and welfare officer, with support from her team and the staff in general. This is backed up by a proactive policy of individual monthly meetings with 16 and 17 year-old students, and academic/welfare tutorials for Study year programme and other long-stay students. As an example of the level of care, maps are provided for members of groups in homestay which indicate where their friends are staying in relation to their own homestay accommodation. Information about people who are available to students to help with specific functions is supplied during induction, and is re-iterated in the student handbook. The school makes a room available for religious observance.

W4 There is an abusive behaviour policy and written procedures to support the policy. These are not written in

language which is fully accessible to students.

W5 The 24-hour emergency contact number is printed on student ID cards. During induction students are also asked to enter the number on their mobile phones.

W6 Personalised information is provided from the homestay or the residences to the school, and for those who require it, from the point of entry to the school/accommodation. The school employs a transfer co-ordinator who arranges for students to be met and greeted at the airports. He liaises with the welfare staff, and the homestay hosts when necessary.

W7 All the relevant areas detailed in this criterion are covered in the student handbook, and at induction. Students are briefed on the first day; further induction and a tour of Brighton follow on after class on the same day or the following day.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers four types of accommodation:

- Homestay: ELC has approximately 375 active homestays which the accommodation team grades into three groups. The more expensive of these is the 'executive' grade which indicates that the student has use of their own private bathroom. ELC requires that under 18s live in homestay accommodation. One inspector visited three homestays. One accommodated four students, and included an executive room, and the other two accommodated three and one respectively. All the hosts clearly had the welfare of their students at heart, and all accommodation, though varied in style, offered an appropriate environment for international students.
- Shared student house: ELC manages one self-catering student house, about a twenty minute walk from the school, which is rented through a letting agent and available to adult students only. The house comprises six bedrooms, which includes a self-contained studio with en suite bathroom and kitchen, one en suite room, and four single rooms. There are two shared kitchens and two shared bathrooms, and free Wi-Fi. Bedding, bed linen and kitchen equipment are provided, and there is a coin-operated washing machine. The house has a coded entry system and all rooms have individual locks.
- Study hotel: this opened in September 2013 and is owned and managed by an agency registered with the British Council. ELC currently takes 15 rooms at this facility, which will reduce to ten from September. The study hotel accepts adults only, has 24-hour security, and is situated in the centre of Brighton, a ten-minute walk from ELC. It has 134 en suite bedrooms, six of which are equipped for disabled people. There are 'hubs' – a kitchen and television-viewing/social area – shared between eight to ten rooms. Bedding, bed linen and a towel, kitchen equipment, crockery and Wi-Fi are provided. Communal facilities include a cafe, a lounge and a coin-operated laundry room.
- Local hotels.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The homestay which accommodated one student was found to be unsuitable as a homestay due to its bathroom facilities. It had been accepted onto the school's books in error. When this was discovered, the accommodation and welfare officer immediately contacted the resident student and made the decision to exclude the homestay from their list. The other two homestays met Accreditation Scheme requirements, and the executive room was of a very high quality.

In the student house towels are not provided, but this is clearly stated in information and laundry facilities are available.

The study hotel offers outstanding facilities: the manager referred to it as 'a hotel experience'. The en suite shower room is very well appointed, there is a small double bed with integral storage, a chiller, a laptop-size safe, and a pin board and pins.

W10 Hosts are informed about the need to undertake a fire risk assessment and are helped to do so. This does not

appear to be shared with their students.

W13 Information about homestays includes details of hosts' ages, jobs, children and pets. No pictures are provided. The information provided on the shared student house and the study hotel is quite comprehensive. For the hotels, students are referred to the relevant websites.

W14 Students are given an evaluation form for all types of accommodation on their first Thursday, and any issues that arise are followed up on the Friday. Actions are recorded, and it was clear that the accommodation team are very assiduous in pursuing even trivial matters in all types of accommodation. Students' accommodation questionnaires ask about other students in their homestays so that the accommodation staff can closely monitor that the hosts are adhering to the rules. There is also a leaving questionnaire, and all information volunteered is recorded on the data base. Feedback on hosts is collated and shared with the homestay provider.

W15 Students in the focus groups were very enthusiastic about their homestay experience in general, and the food in particular.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: residential

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

Comments

W22 In the student house students are expected to clean their own rooms. The school's cleaner cleans communal areas at changeover weekends and every two weeks, as does the landlord's cleaner. In the study hotel, rooms are cleaned weekly. The administrative assistant welfare liaises with the landlord and manager over any issues that arise, usually to do with the cleanliness of kitchens.

W23 All rooms in the student house and the study hotel have fire plans. There is currently no system for checking students' knowledge of them in the former.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W24 The school has a fact sheet which includes a section of useful vocabulary.

W25 Hotels are booked through the school and are monitored through the same systems as the other types of accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The social programme calendar includes information about activities available in the area, such as museum visits and festivals, and also provides information on tours to places of interest further afield.

W27 The social activities organiser is a full-time appointment. She has responsibility for planning the programme and for leading the activities, and for maintaining the school's social media sites. Additional staff are employed during the summer to help specifically with the junior programme. The social organiser aims to have an activity every afternoon and evening, and full-day excursions at weekends. All tastes are catered for in the wide-ranging programme. Students in the focus group were particularly enthusiastic about the regular conversation club which meets in a different cafe every week. Information is available to students through posters and noticeboards in the school, as well as from the organiser circulating among the student body with details and encouragement to participate.

W28 Risk-assessment templates are completed for all activities, and are reviewed quarterly. Risk assessments from the various museums and venues visited are on file. Regular feedback is sought after events.

W29 Specialist activities, such as horse-riding, are led by a qualified member of staff whose qualifications and workplace risk assessments are kept on file and up-dated.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. ELC takes clear account of the needs of students for security, pastoral care and information, and is proactive in promoting them. The accommodation systems and services, and the wide choice available, work to the benefit of students, who have information and access to a wide-ranging and balanced social, cultural and sporting programme in the Brighton and Hove area and beyond. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

There were four under-18 students enrolled at the time of the inspection, two of whom were in homestay and the other two were living with their own families. ELC estimates that the number of under 18s increases to about 80 during July, when the summer school for young adults located at the Loxdale English Centre runs.

C1 The chief executive, who has Level 3 safeguarding training, is the designated safeguarding person and the child protection officer (CPO), although this is not stated in his job description. However, it is clear from the documentation and from interviews that he plays a proactive role. The safeguarding policy is clear and consists of the 'Child welfare and protection policy statement', the 'Care of under 18s policy and procedure' and the 'Code of conduct'. The latter is not referenced on the page of the website dedicated to Under 18s, and none of the three documents reference each other. Although there is limited detail on handling allegations, the training materials, which consist of a 'Child protection & safeguarding' presentation and the Department for Education's 'Keeping children safe in education', cover this aspect fully.

C2 Full policy documentation is available to all staff. The homestay handbook and the letter of confirmation sent to homestay hosts clearly sets out the policy. All staff are trained to Level one, and the staff member who deputises for the CPO to Level three. The safeguarding presentation referred to in C1 above is used annually in training for long-term staff and one-to-one for short-term/temporary staff.

C3 The child welfare and protection policy statement is available on the website. It is made clear to

parents/guardians that under 18s on adult courses are not supervised at all times.

C5 All staff are DBS checked, and this is renewed every three years. An annual declaration is also required between checks. The main carer in homestays is also DBS checked and signs a declaration covering members of their household over 18.

C7 Clear rules are given to homestay hosts, including those relating to curfews. Two students in the under-18 focus group suggested that these rules were not consistently enforced by their hosts. The accommodation and welfare officer undertook to contact the hosts immediately to discuss the issue.

C8 There is a comprehensive parental agreement which the school makes rigorous efforts to ensure is completed by the time of the child's arrival. New students complete an information form on arrival and the parents' contact number is checked against enrolment details. Any discrepancy is followed up by the Thursday of the first week. The school's standard phone number gives details of the emergency number if it is rung out of hours.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation, in accommodation and in leisure activities. *Care of under 18s* is an area of strength.
