

Organisation name	The English Language Centre, Brighton
Inspection date	1–4 July 2019

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.

Summary statement

The British Council inspected and accredited The English Centre Brighton in July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general and professional English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (15+) and vacation courses for adults (18+) and young people (15+).

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

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

Introduction

The English Language Centre (ELC) Brighton, together with its sister school ELC Eastbourne are run by a not-for-profit educational charity. The charity undertakes a number of activities to support the teaching of English and development of English language teaching both locally and internationally.

The head office is located in ELC Brighton, where the chief executive officer (CEO) and group academic director (GAD), who run the schools, are based. Most of the business comes through agents, who the school has worked with for many years.

Throughout the year the school runs courses in the main premises with some classes taking place in an additional building located across the road. During the summer, a vacation course takes place in part of another language school, The Loxdale English Centre (LEC), located a couple of miles away. LEC is accredited by the British Council for its own provision and has had links going back many years with ELC. The vacation course was running at the time of the inspection, and LEC was running a young learners' vacation course. ELC has the exclusive use of some parts of the LEC main building and shares the use of the canteen, the sports hall and the garden.

The inspection was conducted by two inspectors and took place over three and a half and a part day. Meetings were held with the CEO, the GAD, the vacation course director, the accommodation and welfare officer, the sales and marketing administrator, the enrolment and marketing officer, the accounts administrator, the building manager, and the social activities organiser. Meetings were held with one group of staff and one group of students at the main school, and with one group of teachers and one group of students at the vacation course centre. One group leader was seen. One inspector visited three homestays and the student house. All the teachers teaching during the inspection were observed.

Address of main site/head office

33 Palmeira Mansions, Hove BN3 2GB

Description of sites visited

The main site is located in the centre of Hove. The premises consist of two adjoining buildings, with doorway links on four of the five floors. In addition to the 26 classrooms there are a lecture hall, a study centre with a computer room, a large reception area leading to a suite of offices, student and staff common rooms and kitchens, and a teachers' workroom. A section of the building is dedicated to business English, with its own library, lounge and classrooms. The school also owns and uses premises (35 Church Road, Hove) across the road where there are an additional six classrooms located over three floors.

At LEC, (Locks Hill, Portslade, BN4 2LA) the school has exclusive use of eight classrooms, a teachers' room, an activities' room, a computer room and a lounge. There are allocated times for LEC and ELC to use the canteen, garden and sports hall separately.

All three sites were in use and visited during the inspection.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" 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 majority of students follow intensive general English courses of 18.75 or 22.5 hours a week. The morning programme is followed by a choice of afternoon electives. English for business courses are offered year-round and these are often run as one-to-one or very small classes. Special courses are run for secretaries and engineers at

specific times of the year. A variety of courses for teachers of English are run on specific dates throughout the year. The vacation course runs for ten weeks over the summer and offers general English lessons for half the day and a full programme of activities during the other half of the day as well as at the weekends. Special tailor-made courses are offered to closed groups throughout the year. One-to-one courses are offered on request.

Management profile

A board of trustees oversees the running of both ELC Brighton and ELC Eastbourne. The CEO and GAD lead the organisation and are based in Brighton. The CEO oversees the day-to-day running of the main school, and the GAD, assisted by four academic managers, manage the academic department. The year-round assistant director of studies takes over as centre manager for the vacation course when that is running.

Accommodation profile

The school offers homestay accommodation, a student house, a student residence (operated by an agency registered with the British Council) as well as hotels and guesthouses. The residence was not visited.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The provision is managed very effectively and clearly in accordance with the organisation's goals and values, which are well known. The accurate and easily accessible information in publicity gives rise to realistic expectations. *Strategic and quality management, Staff management, Student administration, and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A good range of well-organised resources is available for students and teachers, appropriate to the age and needs of the students. There is readily available support and guidance on the use of these resources. *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 profile of the academic staff team is very good, with a high proportion of well-qualified and experienced staff, and ongoing continuing professional development. Teachers receive very good support from the academic management team to ensure they support students in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Security measures are good and students receive considerable pastoral care as well as useful, reassuring information both before and after arrival. Accommodation is of a satisfactory standard and very well managed. Leisure opportunities are varied and appropriate, with a thorough approach to risk assessment. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. A well written safeguarding policy is supported by training for all relevant staff and hosts. Appropriate provision is made to ensure the safeguarding of students on school premises, on scheduled leisure activities and in homestay accommodation. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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 recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 All staff are aware of the clear and well-presented statement, which describes the goals and values of the organisation. It is very apparent that the statement is integral to the management and development of the organisation.

M2 The plans for future developments in all areas and departments of the organisation are clearly documented. The objectives are SMART and their progress and completion is regularly reviewed. The plans reflect the goals and values of the organisation.

M3 The organogram is clear and staffing is maintained at a level which ensures efficient and confident delivery of the provision. Staff with cover roles receive good training. Photographs of key staff ensure that everyone is aware of who is who.

M4 There are regular formal meetings, which are minuted, as well as frequent short meetings for teachers and for administrative staff. The school has an open-door policy and channels of informal communication are very effective. The school maintains close contact with homestay hosts, agents, other language schools, and external professional bodies.

M7 There is an ongoing review of systems and procedures in order to make improvements in line with the mission statement. Information from student and staff feedback, inspections, external events, and all stakeholders inform this process. The self-evaluation against inspection criteria is detailed and thorough.

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 An external adviser ensures that all human resources policies are suitable and compliant. Staff feel valued, well-supported and motivated. The policies are family-friendly and give consideration to personal situations and circumstances.

M11 Very thorough induction procedures are carried out with new and returning staff. Induction timetables are drawn up according to roles, and checklists completed. Thorough health and safety and safeguarding training are included.

M12 There is a very effective appraisal system and as part of this process professional development needs and targets are agreed. The performance management policy reflects the ethos of the school; training and support are central to this.

M13 There is a generous provision for continuing professional development (CPD), which is one of the core values of the school. Staff are encouraged to gain additional qualifications and experience by attending external courses, internal training, events and conferences.

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 course choices before arrival and during their stay.	Strength
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.	Met

Comments

M14 Staff are very friendly and courteous, and it is clear that they offer high levels of customer service to students, education travel operators and parents. Staff are well-trained in the efficient use of the online database.

M15 Comprehensive pre-course information is available, and helpful and clear advice is given to students and their representatives. There is an online chat facility on the website and a good range of languages among the staff. Advice and information continue to be given to students during their course by staff and in tutorials with teachers.

M16 Enrolment procedures are very well-organised. Cancellation and refund procedures are conducted very competently and sensitively.

M19 The attendance policy and procedures are clear to students and staff. A member of staff checks all classes within 15 minutes to see if anyone is absent. The procedures to follow this up are specific for adults or for under 18s. Students are made aware of the reasons for punctuality and good attendance.

Publicity	Area of strength
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.	Strength
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.	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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school has a website and a brochure covering both the Brighton and Eastbourne schools. The main medium of publicity is the website.

M22 The information, photographs and video clips provide a very accurate description of the school, the location, the facilities and the services it offers. All photographs are clearly captioned.

M26 Publicity and other information, such as the parental consent form and safeguarding policy, both of which are available on the website, provide a very accurate description of the level of care and support offered to any students under 18.

M27 Accommodation is described very accurately, with clear information on the different types that the school offers.

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.	Strength
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.	Met
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 A very comfortable environment is provided for students and staff. A major refurbishment programme in the main school has just been completed and the other two premises are also pleasantly decorated. All sites are clean and very well maintained.

P2 A good study environment is provided in classrooms, which are light and airy with plenty of space and flexible furniture. Classes are allocated appropriately for students with special needs.

P3 Both the main school and Loxdale provide several comfortable and more than adequate spaces for relaxation and the consumption of food.

P5 Signage is very good in all three premises. Noticeboards are large and notices are up-to date and presented clearly. There are specific noticeboards at Loxdale for the exclusive use of ELC.

P6 There is a good provision of spaces for staff to relax and work in and for storage of their personal possessions. Teachers have the use of a workroom and a room for relaxation, and there are various small kitchens with tables and chairs which offer all staff areas to eat and relax.

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.	Strength
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.	Met

Comments

P7 There is a wide variety of well-organised and up-to-date learning materials and resources at both sites. Teachers commented positively on the range and suitability of the resources.

P8 Teachers have a broad range of appropriate resources. These include a large stock of methodology books and journals. The teachers also have a shared drive which provides another large supply of materials and lesson ideas.

P9 The range of educational technology is very good and includes interactive whiteboards, smart televisions, and class sets of tablet computers. An external contractor is responsible for the upkeep of the equipment and there is also in-house expertise available for training and general day-to-day issues.

P10 There are two well-equipped rooms that make up the main study centre. One of these has computers which have software suitable for self-study. The other room has a well-stocked library which includes practice books and a good stock of readers with CDs.

P11 Students receive very good guidance on using the centre initially during their induction and also from the member of staff who is located there throughout the day.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 The qualifications profile of the teaching team is very good. A high proportion of the teachers are TEFLQ. In 2018, 75 percent of lessons were delivered by TEFLQ teachers.
T3 A good proportion of the teachers have additional qualifications and experience, teacher training and business, for example, which are very appropriate for the courses they are teaching.
T4 The academic management team has a very good professional profile. The GAD and other four members of the academic management team are TEFLQ and have many years of relevant experience.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
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.	Strength

Comments

T5 This is carried out very well by the academic manager. Qualifications, experience and personal preference are all considered when allocating teachers, in addition to a policy of rotating teachers between levels and types of courses. Teachers are well supported when teaching new courses.
T6 A complex timetable is managed very competently, and careful consideration is given to any particular needs of students or teachers.
T7 Very good cover arrangements are in place. There is always one retained substitute teacher on site, and during peak months, an additional teacher is on call. There is also a list of local teachers who can be called on for planned absences. Members of the academic management team are also available for emergency cover.
T8 Continuous enrolment is managed very well. The general English course structure is designed to allow for new students joining the classes at break time every Monday. In their handbook, teachers are given very helpful advice about how to deal with continuous enrolment.
T9 The four members of the academic management team offer very good support and guidance to the teachers. Throughout the year there are regular inhouse training events and there is an annual peer observation programme.
T10 Arrangements for observations are good. Every teacher is observed at least once a year, or more often if appropriate. These formal observations are linked to appraisals, and inform in-house training sessions and individual CPD. Every teacher is observed when teaching on the vacation course.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
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.	Met

Comments

T11 The principles are clearly stated, and the structure is very well presented in the teachers' handbook. There are syllabi overviews and detailed checklists. Courses are based around coursebooks for general English and are tailor-made for group or specialist courses.

T12 A negotiated syllabus forms an integral part of the design of all courses. Course reports and feedback inform the regular review and redesign of courses.

T15 Study and learning strategies are systematically incorporated into all courses. Study skills are included in the written course objectives, and in weekly lesson plans. There is one study skills lesson per week on the general English courses.

T16 Teachers incorporate some strategies which help students develop language skills outside the classroom and ideas are included in the teachers' handbook. However, the degree to which this is done and its effectiveness depends on the individual teacher.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 The procedures to ensure the correct placement of students is very thorough. Assessment covers all areas and includes a detailed needs analysis.

T18 Students' progress is monitored very well by means of regular testing and tutorials. Detailed records are kept.

T20 Students are given very good, individual advice about which examination they should be taking or progressing towards.

T22 The school arranges for an external adviser to come in to meet students wishing to go on to higher education. The service is comprehensive and free.

Classroom observation record

Number of teachers seen	34
Number of observations	34
Parts of programme(s) observed	General English, examination, business for engineers, vacation, and teacher training courses.

Comments

The vacation course was observed at Loxdale. All other courses were at the main school.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength
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.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength
Comments	
T23 Teachers demonstrated a very sound knowledge of the English language systems, including phonology. Explanations of language and lexis were clear.	
T24 The content of the lessons was appropriate and the individual student profiles were very thorough, and where students were new to the class these were based on an initial needs analysis. Linguistic needs and weaknesses were identified and strategies were in place to deal with any specific learning needs.	
T25 All plans identified teaching aims and learning outcomes, and in most cases these were made clear to students. The outcomes were achieved through coherent sequences of activities.	
T26 A wide variety of appropriate teaching techniques was seen. These included elicitation, useful concept checking, choral and aural practice, and study skills practice.	
T27 Teachers managed the classroom environment effectively. Instructions for groupings and re-groupings were clear. The whiteboard and resources were used effectively. However, very little use was made of the interactive whiteboards and in a few cases, furniture was not arranged to best suit the type of lesson.	
T28 Teachers used various forms of error correction, and in most cases, students were encouraged with positive feedback.	
T29 A variety of effective techniques was used to evaluate whether learning was taking place.	
T30 Students were very engaged and teachers had a very good rapport with students, even in classes with a high proportion of new students.	

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being good. Teachers demonstrated very sound knowledge of the English language and had a good understanding of their students' needs and interests, which were taken into consideration in the lesson planning. Students were made aware of the aims of the lesson and the learning outcomes. A good range of appropriate teaching techniques was used and the classroom environment was generally managed well. Feedback techniques were effective and checks were made that learning was taking place. Students were engaged, motivated and enjoying a positive learning atmosphere.

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.	Strength

Comments

W1 Safety and security measures are very good. These include very regular fire drills (monthly at the main site, fortnightly at the Loxdale site), having a trained fire marshal, CCTV, keypad entry to certain sections of the buildings and employing a buildings manager who prepares comprehensive risk assessments for all aspects of the buildings.

W2 There is a very thorough emergency plan, with pro forma templates and a clear set of guidelines.

W3 Pastoral care provision is very good. The accommodation and welfare officer is introduced to students at induction, with details given out in student handbooks, at induction and on noticeboards. The school goes to considerable lengths to accommodate the needs of all students, including those with dyslexia and visual impairment, for example.

W4 The policy is clearly framed and forms a central part of the school ethos. It is available on the website and given to staff and students in their handbooks, with notices in classrooms. Hosts also receive good, sensible advice.

W7 Students receive good, practical information on various aspects of living in the UK, in a pre-arrival document, in their student handbooks, at induction and on an initial tour of Brighton.

W8 Health care provision is explained well in handbooks and at induction. There is good first aid provision and a member of staff is available to take students to the local drop-in clinic if required (and routinely with under 18s).

Accommodation (W9–W22 as applicable)	Area of strength
<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.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W11 Inspection systems are robust, with simple but thorough templates for inspecting and re-inspecting all accommodation, including residences and hotels. A sampling of files revealed thorough record keeping.

W12 Information sent out with course confirmation is very good. Students staying in homestay, the student house or the student residence all receive confirmation of important information, such as laundry arrangements and travel routes. Students also receive brief information about their hosts and encouragement to contact them before arrival.

W13 Feedback systems are effective. Students receive a very simple questionnaire on their second day and potential issues are dealt with immediately. A longer questionnaire later in the stay asks more detailed questions. Any issues are followed up, action taken is logged and students are kept up-to-date with developments.

W14 Hosts receive clear confirmation letters with each booking, including reminders of curfew times for under 18s and links to the safeguarding policy. They sign a code of conduct and review their terms and conditions annually.

W15 The hosts visited were all preparing varied, balanced meals for their guests. Students commented positively on the meals provided and the responsiveness of their homestay hosts to particular requests. Special diets can be catered for by most homestays.

<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.	Met

Comments

W21 A useful fact sheet is given to students considering renting their own accommodation, as well as assistance scrutinising rental agreements.

W22 The five hotels recommended are visited and assessed on an annual basis.

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 A variety of activities is devised to cater for the different interests of the students at the main site and those at Loxdale. Activities at the main site run on a monthly cycle to try and cater for the longer-stay students, and specific interests are catered for.

W25 Activities and excursions are very well planned and prepared, with detailed itineraries, maps and information. Students at the Loxdale site were enthusiastic about the activities on offer.

W26 Risk assessments are thorough and deal with unsupervised free time on excursions and under 18s. They are reviewed after each event, and updated on a six-monthly basis.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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.	Strength
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

The majority of students year-round are adults (18+). Individual students aged 16–17 account for approximately five per cent of the student body, with a further five per cent arriving in groups for courses of one or two weeks. Very occasionally, students aged 15 are accepted, if they arrive in groups with a group leader.

For ten weeks over the summer, ELC runs courses at a separate site, Loxdale. The majority of these students are under 18, and most are enrolled on a course that includes activities. Over the summer months the profile at the main site changes, and many more students aged 16–17 are enrolled.

At the time of the inspection, approximately one third of the students at the main site were 16–17, and almost all the students at Loxdale were under 18.

S1 The good, thorough safeguarding policy is relevant to the particular context of the school. It is regularly reviewed, with expert advice from external experts, such as the local safeguarding forum.

S2 All staff receive basic level face-to-face training as part of their induction. This is followed up by ELC's own online training. A modified version of this training is now available for hosts. The designated safeguarding lead and his deputy have both done training at specialist level and another member of the welfare team is trained to advanced level.

S5 There is good, appropriate supervision of under 18s on different courses and at different sites. Those on the vacation course or on short courses are more closely monitored than the longer-stay students at the main site.

However, all under 18s are identified to staff, receive a specific induction and attend monthly meetings with the welfare team.

S7 Under 18s stay in homestay accommodation, unless they are living with family members. Homestay hosts receive a copy of the student rules with each new booking. Students arriving in groups are placed in homestays within walking distance of each other, and their group leaders are given maps showing the specific locations of their group.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	July 1983
Last full inspection	June 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	The English Language Centre, Eastbourne
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1962
Ownership	Name of company: The English Language Centre Company number: 01508550 Educational charity: 281859
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	207	286
Full-time ELT (15+ hours per week) aged 16–17 years	90	121
Full-time ELT (15+ hours per week) aged under 16	11	8

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 ELT/ESOL students shown above	308	415
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–26	16–26
Adult programmes: typical length of stay	2–44 weeks	2–4 weeks
Adult programmes: predominant nationalities	Spanish, Italian, Swiss, Saudi, Korean	Italian, Spanish, Swiss, Czech, Saudi

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	31	41
Number teaching ELT 20 hours and over a week	15	
Number teaching ELT under 19 hours a week	16	
Number of academic managers for eligible ELT courses	5	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	15	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	5
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	5
Comments	

The GAD and one academic manager had no scheduled hours of teaching during the week of the inspection. The three others were scheduled to teach 15, 18.75 and 22.5 hours respectively.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	21
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/ESOL qualification	0
Total	31
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	139	98
Private home	0	0

Home tuition	0	0
Residential	10	0
Hotel/guesthouse	2	0
Independent self-catering e.g. flats, bedsits, student houses	7	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	3
Staying in privately rented rooms/flats	49	0
Overall totals adults/under 18s	207	101
Overall total adults + under 18s	308	