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| Organisation name | The English Language Centre, Eastbourne |
| Inspection date | 3–5 April 2019 |

| Section standards | |
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| 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 Language Centre (ELC), Eastbourne in April 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 private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+).

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, learner management, teaching, care of students, leisure opportunities and safeguarding under 18s.

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

Introduction

ELC Eastbourne is the sister school of ELC Brighton, having been acquired in 2010, when it had been known as the Eastbourne School of English (ESOE). The English Language Centre which runs ELC Brighton and ELC Eastbourne is a not-for-profit organisation overseen by a voluntary board of trustees. The head office is in Brighton, where the chief executive officer (CEO) and group academic director who run the schools are based.

The school caters for adults and young people (16+), throughout the year. The majority of its business comes through agents, several of whom have worked with the school for many years. Different types of closed group courses (for apprentices, academics and executives) run throughout the year, and are tailor made in consultation with partner schools and agents. Specific staff (the enrolment and groups officer and the assistant academic manager) have responsibility for looking after group bookings.

The school funds a number of charitable initiatives, including scholarships for overseas teachers to attend IATEFL and for refugees to attend classes.

Since the last inspection, a new centre manager has been appointed and a new assistant academic manager. The social activities organiser is also new, joining in early 2019 when the previous post holder moved to the Brighton school to take up a new role. Major structural and decorative works have also been undertaken, including replacing the roof and old water pipes and supporting a central staircase.

The inspection was conducted by two inspectors and took place over two and a half days. The inspectors had meetings with the CEO, the group academic director, the centre manager, the academic manager, the assistant academic manager, the student services officer, the accommodation and welfare officer, the enrolment and groups officer and the social activities organiser. Meetings were held with the teachers, the teaching and administrative staff and with two groups of students (under 18s and over 18s). One inspector visited three homestays, a residence and one of the bed-and-breakfast hotels recommended by the school. All the teachers timetabled during the inspection were observed.

Address of main site/head office

8 Trinity Trees, Eastbourne BN21 3LD and 8 Lismore Road, Eastbourne BN21 3AT

Description of sites visited

School premises consist of two Victorian buildings; one detached and the other semi-detached. Both are located close to the town centre and beach. The houses are on different streets (Trinity Trees and Lismore Road), but very close to each other, with one behind the other, separated by the garden at Trinity Trees and a road. In the main site, there are offices, a staffroom, a student lounge, a pool room, a reception area, twelve classrooms and six toilets. Outside, there is a patio area for smokers, and a cultivated garden with picnic-style bench tables and chairs. There is also a building containing two classrooms used at peak times. In the second site (Lismore Road), there are a further nine classrooms, five toilets and the Study Centre, as well as a patio at the back of the house.

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

Comments

The majority of the provision (approximately 80 percent) is for adults and young people (16+) on general English courses.

Courses for adults (50+) are also offered, and form approximately five percent of total student numbers. A tailor-made course for university lecturers runs once a year, offering English for academic purposes. English for specific purposes is also offered to closed groups of students. A teacher development programme is advertised but has not run in the last year. A 'Summer Vacation course' for adults (18+) and young people (16+) takes place in July and August.

Management profile

A board of trustees oversees the running of both ELC Eastbourne and ELC Brighton. The CEO and group academic director lead the organisation and are based in Brighton. The day-to-day running of the Eastbourne school is carried out by the centre manager and the academic manager. The academic manager also reports to the group academic manager, based in Brighton, and is supported by an assistant academic manager.

Accommodation profile

The school offers homestay, self-catering and guesthouse accommodation. One inspector visited a self-catering shared student house, three homestays, and a guesthouse regularly used by the school, particularly for older students (50+ courses). The shared student house has just been refurbished and decorated, and consists of a fully equipped kitchen-diner, a sitting room and three twin bedrooms, ensuite on the ground floor and with a shared bathroom and separate toilet on the first floor. It is usually used by students from the University of Brighton, which inspects it every year. The three homestays were terraced houses of two or three floors, with single, twin and triple rooms.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. A clear statement of values underpins the running of the school, with good measures in place to monitor performance and improve quality. Staff are managed well and feel valued by the organisation. Student administration is friendly and efficient, and publicity is clear, accurate and raises 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. Considerable investment has been made in the structure and décor of the buildings which provide staff and students with an attractive, comfortable and professional working environment. Resources for students and teachers are plentiful, well organised and easily accessible. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are well qualified and have a range of relevant experience. Teachers and learners are managed well and courses are structured and managed to benefit students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. Students benefit from well-managed student services, including an accommodation service that is sensitive and responsive to students' needs. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

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

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue which the provider has been asked to follow up.

Evidence

Management

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

Comments

M1 The mission statement and organisational values are good. They are displayed in handbooks and on the website and clearly represent the ethos of the school.

M2 The objectives are very clear and realistic, with measurable targets, broken down for each department.

M4 Communication is good, with a variety of informal and formal channels, regular minuted meetings, regular newsletters for hosts and an open-door policy that encourages staff interaction. Staff, group leaders, and homestay hosts commented very positively on communication.

M7 Review systems are thorough. Information from staff and student feedback, inspections, external workshops and conferences is used to inform regular senior management reviews. 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 A commitment to staff welfare is central to the school ethos. Statutory human resources policies are supplemented by generous and flexible procedures that show a concern for staff wellbeing.

M11 Induction procedures are thorough, with time for administrative staff to shadow their counterparts in Brighton, and for teachers to observe the class or level that they will be teaching.

M12 Appraisal systems are good. Clear targets are set, which are then followed up during the year with a formal reassessment at the end of the year. A comprehensive checklist ensures that staff progress is followed, and that appropriate and relevant staff development sessions are programmed.

M13 The provision for continuing professional development is generous. All staff are encouraged to further their careers and upgrade their qualifications. Managers monitor individual and organisational capacity with financial and organisational support provided as needed.

| Student administration | Area of strength |
|---|------------------|
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Strength |

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| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Met |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | 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 A small team of people working in the reception area welcomes students and visitors. Students and group leaders were effusive about the friendliness and helpfulness of this team.

M16 Policies are clear and fair. They are described on the website and at enrolment. Evidence was available of these policies being applied flexibly in certain situations, when compassion and understanding were demonstrated.

M19 There is a systematic procedure for following up lateness and absence, and evidence that policies are taken seriously and are effective.

| 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 the Eastbourne and Brighton schools. The main medium of publicity is the website.

M22 Publicity gives rise to entirely realistic expectations. No stock photos are used, timetables and the current leisure programme are available, and evidence was quickly produced to show that permission for testimonials had been given.

M26 A section on under 18s makes it very clear that 16–17 year-olds are unsupervised and that a parental agreement is necessary prior to enrolment. A link to the parental agreement makes this easily accessible. There is also a link to the safeguarding policy.

M27 A separate section of the website describes the three types of accommodation offered. Descriptions are clear and photographs authentic.

Premises and resources

| Premises and facilities | Area of strength |
|---|------------------|
| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | Strength |
| P2 Classrooms and other learning areas provide a suitable study environment. | Met |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Strength |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally. | Strength |

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| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information. | Strength |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Strength |

Comments

P1 The premises have recently been refurbished to a high standard. Contemporary features have been incorporated sympathetically into the Victorian premises, and the buildings and garden are very well maintained.

P3 Students have very good facilities for relaxation. The spacious ground floor student lounge has soft seating, a piano, TV and games console, as well as a table-tennis table in an adjoining extension. There is a downstairs kitchen/dining room for students to eat in, as well as a pool room with a small bank of computers.

P4 Students can buy meals from a number of popular outlets nearby, or bring in food to heat up in the student kitchen. The kitchen is well equipped with fridges, microwaves, a kettle and toaster. There are also vending machines for snacks and hot drinks. Drinking water is freely available in the kitchen or from a water fountain.

P5 Signage is good and the classroom noticeboards are very well maintained. Larger noticeboards in public areas provide space for a lively display of students' cards and photographs.

P6 The staffroom is very attractive, redesigned with feedback from staff to create an open space for relaxing and working. A well-equipped kitchen forms part of the room, and a workspace at the other end contains well-organised materials, a large work table and individual storage boxes for each teacher.

| 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. | Met |
| P11 Students receive guidance on the use of any resources provided for independent learning. | Met |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |

Comments

P7 There is a wide variety of well-organised, up-to-date materials, relevant for the courses being taught. Teachers commented positively on the range and ease of access of the learning resources.

P8 The provision of materials for teachers is good. A selection of appropriate methodology books is available, as well as subscriptions to several relevant journals.

P9 The range of educational technology available is good, with a variety of interactive whiteboards, smart televisions and class sets of tablet computers. Equipment is serviced by an external contractor, but expertise within the school means that most issues can be dealt with in-house. Training is provided and teachers were seen using technology confidently (See T27.)

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 majority of teachers teaching during the inspection are TEFLQ. This includes the two cover teachers being used. This is representative of the year-round teaching; in 2018, 54 per cent of lessons were delivered by TEFLQ teachers.

T3 The teaching team has a wide variety of teaching and other experience. Managers make sure they hire staff who have the work experience necessary to deliver some of the more specialised courses.

T4 The academic managers are TEFLQ, and have considerable management experience in a variety of settings.

| 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. | Met |
| 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. | Met |
| 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 well. Teachers are rotated around the different levels and types of classes, developing confidence and competence as a result. In-service development sessions and assistance from the academic managers ensures that teachers are supported well when teaching new courses.

T7 There are good cover arrangements, (observed in practice during the inspection). A bank of suitably qualified teachers is available and during the busy months a 'retained substitute' system ensures cover is available at short notice.

T9 Both the academic manager and the assistant academic manager provide good, appropriate guidance to teachers. The teachers commented very positively on the responsiveness of the academic management team.

T10 Arrangements for observation are good. Formal observations are linked to appraisals, and inform in-service training sessions. Informal peer observations are scheduled and provide opportunities for staff development, and drop-in observations help academic managers assess levels and deal with any student issues.

| Course design and implementation | Met |
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| 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. | Met |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Met |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Met |

Comments

T11 Course design is thorough and comprehensive. Courses are based on a detailed four-strand syllabus for all levels of general English. Managers draw up specific courses for the closed groups, in consultation with partner schools and agents. These are then put in writing, and given to teachers and students.

T12 Courses are regularly reviewed and rewritten using feedback from staff, students, and group leaders. Formal reports are written for many of the courses offered, with suggestions for changes noted and acted on.

T16 This criterion is met as teachers incorporate strategies which help students develop language skills outside the classroom. However, this is not systematically included in course design.

| Learner management | Area of strength |
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| 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 |

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| T19 Students are provided with learning support and enabled to change courses or classes where necessary. | Met |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. | Met |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Strength |

Comments

T17 Placement procedures are thorough. Assessment covers all areas and includes a needs analysis, which then feeds into the 'student record card'.

T18 Students' progress is monitored well, with results of bi-weekly progress tests and monthly tutorials logged on the student record card.

T22 Students receive good support in this area. A free external service is used to help students with all aspects of entry into the mainstream UK education systems. There is a wide range of university prospectuses at the school and the academic manager also assists students with aspects of the application process.

Classroom observation record

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| Number of teachers seen | 12 |
| Number of observations | 12 |
| Parts of programme(s) observed | General English, examination preparation. |

Comments

Two of the 12 teachers teaching were cover teachers.

| 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. | Strength |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Met |
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | Strength |
| T28 Students receive appropriate and timely feedback on their performance during the lesson. | Met |
| T29 Lessons include activities to evaluate whether learning is taking place. | Met |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere. | Met |

Comments

T23 Teachers demonstrated a sound knowledge of the English language systems, including phonology, and were confident and authoritative in the majority of lesson segments observed.

T24 All the lesson plans contained detailed student profiles, revealing an understanding of the students' linguistic and affective needs, even in the classes which had just started that week.

T25 Lesson plans had clear aims with relevant learning outcomes and a logical progression of activities. All classrooms had weekly plans on the noticeboards. Students in the closed groups had copies of these in their folders.

T26 A variety of appropriate teaching techniques was observed.

T27 Teachers managed their resources well. Seating arrangements were changed where relevant, technology was used confidently and appropriately in several lesson segments and materials used were appropriate, without too great a reliance on photocopies.

T28 All teachers gave students meaningful praise, and some dealt with correction efficiently and well. However, there was little evidence of a systematic, or effective, approach to error correction in many of the lessons observed.

T29 Activities were generally well designed to show students that learning was taking place.

T30 All the teachers were positive and encouraging, displaying an interest in their students. However, some lessons were a little slow and therefore did not fully engage the students, and in a few lessons, students used their own language when this was not necessary or helpful.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority being good. All the teachers planned their lessons well, with detailed student profiles. Knowledge of language was very good and teachers' explanations were confident and authoritative. Lessons had clear aims and learning outcomes, and activities followed a logical sequence. Teachers managed their resources, including technology, well. In some lessons students were not fully engaged. In all lessons observed, teachers were attentive and encouraging and showed genuine interest in their students.

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. | Met |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. | Met |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs. | Met |
| W7 Students receive advice on relevant aspects of life in the UK. | Strength |
| W8 Students have access to adequate health care provision. | Met |

Comments

W1 Provision for safety and security is very good, including key-pad locks on both buildings, CCTV, annual building and fire risk assessments, two trained fire marshals, monthly fire evacuation drills, and personal evacuation plans for disabled students. Students' inductions include a fire safety briefing and personal safety advice, and the CEO's job description includes his overall responsibility for the safety and wellbeing of all students and staff.

W2 There is an up-to-date comprehensive action policy and plan for emergencies on site, in the vicinity and off site activities. The plan has scheduled reviews and the school's emergency management team members are allocated appropriate responsibilities and roles.

W3 In line with the school's stated goals and values, there is a good provision of pastoral care. At induction, students meet the accommodation and welfare officer (AWO), who provides pro-active support, especially for under 18s. Tutorials for longer-stay students check their welfare. Helpful written advice and scrutiny of contracts is provided to students wishing to rent flats.

W4 The criterion is met overall. The school's policy and procedures to promote tolerance and respect, in line with its stated values, are widely available. Staff and hosts undertake ELC Safeguarding and Prevent training. However, the school's 'Policy on Abusive Behaviour', which is posted in classrooms and around the school, is expressed in language not easily accessible to lower-level students.

W7 Students are given a range of relevant up-to-date advice about life in the UK, the law and personal safety. The student handbook has a four-page "Life in Eastbourne" section, which is supported by a first-day presentation and tour of the school and town. The first day tour includes practice in crossing roads safely.

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| Accommodation (W9–W22 as applicable) | Met |
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Met |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Strength |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Strength |

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| 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. | Met |

Comments

W11 Systems are effective. The AWO revisits most homestays, and all hosting under 18s. Fire risk assessments are thorough and safety measures are checked annually.

W13 Procedures for identifying and resolving problems are very thorough. Student feedback on individual hosts is summarised and discussed with hosts when the AWO revisits. Under 18s and the AWO have a meeting every four weeks.

W14 Hosts receive comprehensive information about terms and conditions, rates and a code of practice. These are dated and reviewed annually. A signed copy of the code of practice is returned at the annual party for hosts or when the AWO makes homestay visits.

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| <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.

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| <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

All criteria in this area are fully met

| | |
|---|-------------------------|
| Leisure opportunities | Area of strength |
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Strength |
| 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. | Met |
| 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

W23 Information about the school's leisure programme is given on attractively laid-out noticeboards, on the current programme posted in every classroom and by the social activities organiser (SAO) who visits each class to promote it at the start of every week. He also promotes suitable local events and trips arranged by a student travel company and helps students book tickets. The current programme and local events are on the school website.

W24 The SAO tries to vary the programme as much as possible for the sake of long-stay students, and talks to them individually about their interests. The school pays attention to students' end-of-course satisfaction with the leisure programmes and compares satisfaction levels with previous years. There is a suggestion box in the lounge. W26 Risk assessments for all trips and activities are updated after every event if necessary and reviewed every six months. On excursions, the SAO or leader carries a first-aid kit and a 'social phone'. Participants have that number and a fact sheet showing the itinerary, meeting points and background notes. During any scheduled free time the meeting point is checked every 30 minutes. The SAO is a member of the school's emergency management team.

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. | Met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. | Strength |
| S7 There are suitable arrangements for the accommodation of students. | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |

Comments

Most long-stay students throughout the year are adults but the school also accepts closed groups of young people which include 16 and 17 year-olds. From June to August, there is a summer vacation course designed for adults and young people aged, typically, 16 to 22. At the summer peak a large proportion of students are aged 16 and 17.

S1 The school has a comprehensive safeguarding policy, regularly updated and developed with advice from other members of its group of independent schools and from English UK. They regularly attend meetings of the local safeguarding forum, which disseminates best practice among language schools in the area. The policy and suitable summaries are available on the school website.

S2 The safeguarding policy, or relevant parts of it, are made known to all staff, contractors and homestay hosts, and they all receive basic-level safeguarding and prevent duty training via an online course that ELC has developed, a leaflet and face-to-face. The CEO, centre manager and AWO are trained to specialist level in safeguarding. Parents and students are made aware of relevant points.

S6 Students and their parents are made aware of the level of supervision at the enquiry stage before they enrol. Rules for under 18s are clear and understood by all stakeholders, and set out in the parental consent form that students and parents sign, and in the hard copy of the student handbook all students receive. The rules are repeated at the induction presentation and at meetings with the AWO. Hosts are regularly reminded of them.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 Sampling identified the following issue: a lack of clarity about copyright agreements for published audio, video and digital materials; the school should seek further advice from the relevant statutory body or obtain independent legal advice.

Organisation profile

| Inspection history | Dates/details |
|---|---------------------------------------|
| First inspection | 1983 |
| Last full inspection | 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 | N/a |
| Other related accredited schools/centres/affiliates | The English Language Centre, Brighton |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 1963 |
| 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 | 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 | 70 | 85 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 71 | 106 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| Part-time ELT aged 18 years and over | 1 | 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 | 142 | 191 |
| 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 | 16–65 | 16–67 |
| Adult programmes: typical length of stay | 2–44 | 2–4 |
| Adult programmes: predominant nationalities | Swiss, Saudi, Omani, Korean, Italian | Italian, Czech, Spanish, French, Saudi |

Staff profile

| | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 12 | 22 |
| Number teaching ELT 20 hours and over a week | 10 | |
| Number teaching ELT under 19 hours a week | 2 | |
| Number of academic managers for eligible ELT courses | 2 | 2 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 5 | |

| | | |
|-------------------------------|---|--|
| Total number of support staff | 1 | |
|-------------------------------|---|--|

Academic manager qualifications profile

| Profile at inspection | |
|---|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 2 |
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 2 |
| Comments | |
| The group academic director is not included in these figures. He is based in Brighton and involved in the strategic direction of academic courses, rather than day-to-day academic oversight. | |

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 7 |
| TEFLI qualification | 5 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 12 |
| Comments | |
| None. | |

Accommodation profile

| Number of students in each at the time of inspection (all students on eligible courses) | | |
|---|--------|-----------|
| Types of accommodation | Adults | Under 18s |
| <i>Arranged by provider/agency</i> | | |
| Homestay | 67 | 71 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 1 | 0 |
| Hotel/guesthouse | 0 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | 0 |
| Staying in privately rented rooms/flats | 3 | 0 |
| Overall totals adults/under 18s | 71 | 71 |
| Overall total adults + under 18s | 142 | |