

Organisation name	ISE Brighton
Inspection date	26–27 June 2019

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

### Recommendation

We recommend that accreditation be placed under review because the section standard for safeguarding under 18s was not met and there were weaknesses in the academic staff profile and D1. The period of review to be ended by the submission of evidence within three months to demonstrate that weaknesses in T4, W2, W11, W26, S3, S4 and S6 have been addressed and by a spot check within six months focusing on safeguarding under 18s and other points to be addressed.

**The minimum age was subsequently changed to 18, so the section standard for Safeguarding under 18s is no longer applicable. The required evidence was submitted in relation to T4, W2, W11, W26. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2023.**

### Summary statement

The British Council inspected and accredited ISE Brighton in June 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general and professional English for adults (18+).

Strengths were noted in the area of premises and facilities.

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

## Introduction

ISE Brighton is one of two ISE schools in the UK. The other school in Hove used to have close ties with the Brighton school, but now the principal links are that both schools have the same owners and directors and the Brighton school employs some teachers who have completed the Hove school's initial teacher training courses. At present, the school's managing director (MD) is looking after student accommodation needs as a newly appointed accommodation officer could not stay.

A significant number of ISE Brighton's students live and work locally. As many students have work and family commitments, they are allowed to enrol for only two or three days a week. These flexible enrolment options are designed to cater for students who might not otherwise be able to attend language lessons.

The inspection lasted two days and a part-evening with two inspectors. Meetings were held with the MD, the director of studies (DoS), the assistant director of studies (ADoS), the welfare officer, the social programme organiser, the accommodation officer (currently the MD) and the homestay visitor. Focus group meetings were held with both teachers and students. One inspector visited three homestays. All teachers timetabled during the inspection were observed.

**At the time of the inspection, the school was accepting students under the age of 18 and the section standard for Safeguarding under 18s was not met. Subsequently a decision was taken to raise the minimum age to 18 and students under 18 are no longer accepted so the Safeguarding under 18s section is no longer applicable.**

## Address of main site/head office

34 Duke Street, Brighton, East Sussex BN1 1BS

## Description of sites visited

ISE Brighton is centrally located in Brighton close to the Lanes area of the city. It occupies premises above a restaurant and is accessed down a passageway at the side of the restaurant. On the first floor there is a reception and café area at the front of the building with four classrooms at the rear. The second and third floors contain a staffroom/resources room, the office shared by the manager director and the academic managers, and two further classrooms.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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 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

Nearly all of the courses run are general English for adults (18+) and young people (16+). Students occasionally add one-to-one classes to their main classes. The English for specific purposes courses, which run three or four times a year, are for oil and gas industry professionals.

## Management profile

The MD is in charge of running most of the non-academic aspects of the school, including accommodation. On the academic side, the DoS is supported by an ADoS and a senior teacher (ST). The ADoS is also responsible for welfare and the care of under 18s.

## Accommodation profile

The school organises its own homestay accommodation within a 30-minute walk or journey time of the school.

## Summary of inspection findings

### Management

The provision meets the section standard. The school is well managed overall but aspects of strategic management and student administration need further attention. Staff management is mostly effective. Publicity is generally good although attention needs to be paid to the accuracy and accessibility of the language.

### 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 in which to work, study and relax. There is a good range of learning resources for both students and teachers. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard. Teachers have an appropriate professional profile but the academic management team, despite the range and length of its experience, lacks appropriate qualifications. Teachers receive good support and guidance and benefit from an effective observation scheme. Courses are well structured and managed so as to provide students with an appropriate learning experience. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security and pastoral care are generally well met, though the major incident policy needs development. The accommodation provided is of a good standard, although some of the relevant documentation is not well maintained. Leisure activities are well planned and popular, but the associated risk assessments lack detail.

### Safeguarding under 18s

The provision does not meet the section standard. The safeguarding policy is made known to all relevant parties and there is good safeguarding training. However, systems for collecting, recording and maintaining relevant documentation (regarding parental consent forms, safer recruitment checks and rules for unsupervised time) are insufficiently robust. There is a need for improvement in *Safeguarding under 18s*.

**A decision has been taken to raise the minimum age to 18 and students under 18 are no longer accepted so the Safeguarding under 18s section is no longer applicable.**

### Declaration of legal and regulatory compliance

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

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Not met

**Comments**

M2 The objectives outlined in the organisation plan are not accompanied by details of how they would be achieved, or by any time frame.

M3 This criterion is met overall but cover arrangements for the MD are inadequate. The MD is currently acting as accommodation officer, until a new appointment is made.

M4 Frequent meetings, with minutes for those unable to attend, and excellent informal contact within the school ensure that communications are highly effective.

M7 The action plan from the last inspection had not been kept up to date. There is no concrete evidence that regular review of systems, processes and practices takes place.

**Staff management and development**

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.

Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Not met

M10 There are effective procedures for the recruitment and selection of all staff.

Met

M11 There are effective induction procedures for all staff.

Met

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Not met

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

Met

**Comments**

M9 The lead safeguarding officer's responsibilities were not included in her job description. However, this information was subsequently added and so this is no longer a point to be addressed.

M12 Monitoring and appraisal procedures are effective and appreciated by staff. However, there is no capability procedure.

**Student administration**

Met

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.

Met

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Not met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Not met

**Comments**

M14 Students singled out the friendly and helpful attitude of reception staff for praise. Feedback is consistently good. The four regular members of reception staff are supplemented by interns.

M20 Students are not made aware of the conditions and procedures under which a student may be asked to leave the course.

M21 There is no written information about how to make a complaint.

**Publicity**

Met

M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the website. The school also distributes postcard-sized flyers advertising certain courses.

M22 This criterion is met overall. However, two statements cannot be substantiated: that the school is Brighton's favourite language school and that the teachers are excellent.

M23 The website contains a number of spelling, grammar and punctuation errors. In addition, the language used is often not sufficiently accessible.

M28 The descriptions of teachers as 'fully qualified' is not correct for all teachers.

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

#### Comments

P2 The quiet, well-lit classrooms are furnished with light but sturdy tables, and comfortable chairs. Larger classes study in the bigger rooms; consequently, students in all classrooms can see, hear and write in comfort and have plenty of space to move around in.

P3 The reception area and café share a very well-decorated common space. The cafe is used extensively, as its welcoming air encourages students to stay in the school despite the attraction of the numerous cafes in the area.

P4 Tea and fruit are free, while other hot drinks and snacks are very reasonably priced. Students singled out this aspect of the school for praise.

P5 Overall this criterion is met, but signage to two classrooms is absent.

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

**Comments**

P8 A wide range of resources for teachers includes well-presented, easily accessed supplementary materials linked to coursebooks.

P10 One classroom is reserved for afternoon self-study but no self-study materials are provided and self-study is not mentioned in publicity.

**Teaching and learning****Academic staff profile**

Met

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

Met

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.

Met

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.

Met

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

Not met

**Comments**

T1 The rationales for the two teachers who do not have a Level 6 qualifications were accepted within the context of this inspection because of both teachers' post-school engagement in education.

T4 Of the three academic managers, only one is TEFLQ, and her current academic management role is minimal.

The rationales for the two academic managers who are not TEFLQ were not accepted in the context of this inspection because a high proportion of the academic management duties, including observation, are carried out by the two non-TEFLQ managers.

**Academic management**

Met

T5 Teachers are matched appropriately to courses.

Met

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.

Met

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.

Met

T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

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.

Not met

**Comments**

T8 The teachers' handbook provides useful guidance on continuous enrolment, including suggestions relating to course design and weekly planning. This is particularly necessary since students often only enrol for two or three days a week. Staff and students viewed this aspect of the school very positively.

T9 Regular opportunities for peer observation enable teachers to observe different levels and styles of teaching.

The academic managers' room and the teachers' room adjoin each other and this allows for frequent informal guidance and support. Teachers singled out the academic managers' support for praise.

T10 Teachers reported appreciation of the quality of the observation and feedback process. A comprehensive appraisal system focuses on observations, with action points for future teaching. However, the majority of observations are carried out by academic managers who are not TEFLQ.

**Course design and implementation**

Met

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

Met

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

Met

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

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.	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

All criteria in this area are fully met.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T18 Each student has an individual learning plan (ILP) booklet in which weekly test results and monthly tutorial comments are recorded. These allow students and teachers to keep track of and influence progress.

#### Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 Teachers provided appropriate models of the spoken language and clear explanations of language use. In some cases, however, little supporting information was supplied when new vocabulary was written up (for example, syllable stress or phonemic transcription to clarify spelling-sound issues).

T24 Although all teachers had written detailed class profiles, lesson plans generally took very little account of the information provided.

T25 Lessons generally led to relevant learning outcomes which were nearly always made known to students. However, these outcomes were often expressed as aims. Most plans consisted of a coherent sequence of activities.

T26 In general, teachers used a range of techniques appropriate to the students and the nature of the lesson. Questioning was effective, there was good prompting, and some use of elicitation. Pronunciation drilling, when used, was perfunctory, and approaches to new vocabulary sometimes limited.

T27 The whiteboard was generally used effectively and instructions were usually clear. Coursebooks formed the core of most lessons, but additional materials were chosen and used well.

T28 Teachers monitored and corrected well in most cases, using a range of correction techniques. However, there was little evidence of a systematic approach to correction.

T29 Evaluation of learning was almost always built into the lesson plan's sequence of activities.

T30 A good balance of teacher and student talking time and teachers' ability to pitch language and pace appropriately resulted in a positive learning atmosphere in all classes. Teachers nominated consistently and really listened to their students.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from excellent to satisfactory, with the majority being satisfactory. Knowledge of the linguistic systems of English was generally sound, and all teachers were able to adapt their language to the students' level. Little account was taken of individual student's learning needs in planning lessons. Learning outcomes, often expressed as aims, were known to students. In most lesson segments observed, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen. There was a positive learning atmosphere in all classes observed.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W2 There is a major incident plan, written in clear, accessible language. However, this is not comprehensive and does not cover key aspects, such as procedures for contacting students or their families.

W3 The welfare officer is named on posters in every classroom and introduced at induction. A feature of the school is its lively, welcoming reception/café area and the fact that all students are known to reception and administrative staff. Students commented very positively on the level of personal care and attention they receive.

W4 Policies on tolerance and respect are embedded in the organisation's ethos and included in its mission statement. The flexible enrolment options are designed to cater for students who might not otherwise be able to attend language lessons. An open, inclusive approach is fostered in lessons and on organised activities.

W7 An attractively produced booklet, available on the website and given to students at induction, provides all the information needed in a format designed to appeal to young people.



<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
<p>W9 The three homestays visited provide accommodation of a good standard; one offers ensuite accommodation, another a bathroom for the exclusive use of the students. All hosts were very welcoming, knew their guests well and went out of their way to socialise with them and involve them in social activities.</p> <p>W11 Initial assessment of homestays is good. The homestay visitor has experience of hosting, is clear about what is needed in a host and collects and records all the relevant documentation. However, files are not up to date and evidence of Gas Safe certificates and fire risk assessments are not available for all hosts being used.</p> <p>W13 Feedback is collected and there is evidence that complaints are sometimes followed up sensitively and well. However, action taken to follow up problems is not systematically taken or recorded.</p>	
<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
<b>Comments</b>	
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
<b>Comments</b>	
All criteria in this area are fully met.	
<b>Leisure opportunities</b>	
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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

## Comments

W24 An attractive social programme calendar offers students a good variety of activities. Students' interests and ages are taken into consideration and the programme is well attended. Students commented very positively both on the programme, and its effect on their sense of well-being and on their learning.

W26 Risk assessments are carried out for each activity and used as live documents, with the activity leader reporting back on the success of the event and any issues encountered. However, although risks are identified, actions to mitigate these risks are not noted.

## Safeguarding under 18s

Safeguarding under 18s	Not met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

**A decision has been taken to raise the minimum age to 18 and students under 18 are no longer accepted so the Safeguarding under 18s section is no longer applicable.**

June 2019: Students aged 16–17 make up approximately ten per cent of student numbers year round, although this increases in the summer months. At the time of the inspection, seven of the 92 students enrolled were under 18.

S2 Safeguarding training is good. Three members of staff have specialist level training, and all other staff have done training to basic level. The designated safeguarding lead conducts reviews with existing staff and presents safeguarding scenarios to new staff members at induction.

S3 The parental consent form has been redesigned and covers all basic areas, but the language used is sometimes difficult to access. Sampling revealed that the signed forms had not been checked; a parent had selected a box saying she did not give her child permission to attend unsupervised activities and this had not been noted. During the inspection, the parent was contacted and confirmed she had selected the wrong box.

S4 Safer recruitment procedures are followed in general and all the relevant documentation was present in teacher files. However, sampling of accommodation files revealed that, although the database showed that all relevant documents had been received, this could not be substantiated. Two references for hosts and up-to-date DBS checks for all adults in the household were not available on file.

S6 Students aged 16–17 are placed in adult classes and treated as adults. This is made clear to them. However, rules for what students may or may not do outside lessons or scheduled activities are not specified and curfew times are described differently in different documents.

## Declaration of legal and regulatory compliance

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

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

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

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

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

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

#### Comments

D1 Sampling identified the following issue: the CLA licence was out of date. The school set in motion the procedure for acquiring a new licence during the inspection. The school should seek further advice from the relevant statutory/regulatory body.

#### Organisation profile

Inspection history	Dates/details
First inspection	2002 (as ISE Brighton and Hove)
Last full inspection	2015 (as ISE Brighton)
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	N/a
Other related non-accredited schools/centres/affiliates	ISE Hove, ISE Tenerife

#### Private sector

Date of foundation	1997
Ownership	Name of company: Intensive School of English & Business Communication Ltd Company number: 4203594
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

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	47	55
Full-time ELT (15+ hours per week) aged 16–17 years	7	5
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	38	40
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	92	100
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–30	20–30
Adult programmes: typical length of stay	4–8 weeks	3–8 weeks

Adult programmes: predominant nationalities	Italian, Spanish	Italian, Spanish, Saudi
---	------------------	-------------------------

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	7
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	2
Total	3

#### Comments

During the week of the inspection, the DoS was scheduled to teach 15 hours, the ADoS two hours and the ST 15 hours. The DoS is TEFLI and has ten years' teaching experience. She has been in this post for five years. The ADoS is TEFLI and has completed four fifths of a diploma course leading to TEFLQ status. She has six years' teaching experience and was ST prior to taking up the post of ADoS five months ago. The ST is TEFLQ and has 13 years' teaching experience, eight of them in this school. She has been the ST for five months.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11

#### Comments

Two of the TEFLQ teachers were timetabled to teach during the week of the inspection but were not teaching on the two days of the inspection. The figures above include all three members of the academic management team.

### 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	16	2
Private home	0	0
Home tuition	0	0
Residential	0	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	5
Staying in privately rented rooms/flats	69	0

Overall totals adults/under 18s	85	7
Overall total adults + under 18s	92	