

Organisation name	Kings Brighton
Inspection date	12–14 June 2018

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.	Met

Recommendation
We recommend accreditation with a spot check in the first 18 months. However, evidence must be submitted within three months to demonstrate that the weakness identified in D1 has been addressed.

Summary statement
<p>The British Council inspected and accredited Kings Brighton in June 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general and academic English for adults (16+) and under 18s, and vacation courses for adults (16+) and under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, course design, learner management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Kings Brighton is part of the Kings Education group, which runs schools in the United Kingdom and the United States. The Kings Education group in the UK consists of four schools in Bournemouth, Brighton, London and Oxford. The first school was opened in Bournemouth in 1957.

In 2008 the group was purchased by Prime Education. From 2009 the company started the process of restructuring the schools to cater both for English language programmes and for a range of academic programmes, including A levels, GCSE and foundation year courses. The same structure has been applied to Kings Brighton, which opened in June 2017. The students, who are mostly recruited through agents, stay for a minimum of two weeks for EFL and up to two years in the academic department.

The inspection took place over two and a half days. Meetings were held with the principal, the head of English (HoE), the college services manager (CSM), the course administrator, the student services officer, the activity, sports and enrichment co-ordinator (EAC), the accommodation and welfare co-ordinator (AWC) and the group marketing and communications director. Focus groups meetings were held with the teachers, and separately with adult students and with students aged under 18. Fifteen teachers were observed, and one inspector visited three homestays and the student residence located above the school.

### Address of main site/head office

27-33 Ditchling Road, Brighton BN1 4SB

### Description of sites visited

Kings Brighton is a brand new, purpose-built school located close to the centre of Brighton. The former retail outlet has been fully modernised and restructured to meet the school's requirements. It has a basement cafeteria, two floors of classrooms and offices, and two stories of residential accommodation. The basement cafeteria has an outdoor seating area.

On the ground floor, there is a large reception area, and two corridors of offices and classrooms, with the same pattern repeated on the first floor, with classrooms, teachers' rooms and the office for the head of English. There are 16 classrooms, three teachers' rooms, a computer room and a small library. On the top two floors, there are 58 single, ensuite bedrooms and two common rooms with kitchen areas.

There is a further new block located in an adjacent side street, where all academic courses are delivered. Although the Ditchling Road site is designed primarily for the EFL students, academic exams and courses may sometimes take place there. At peak, the EFL provision can use the additional building.

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

### Comments

The main course is the general English 'compact' programme, which runs for 15 hours a week for students aged 16+. This morning programme can be combined with a number of special interest options, varying from further language skills work, preparation for external EFL examinations, IELTS preparation, business English and English for work. These take place from Monday to Thursday in the afternoon, and combined with the compact programme form an 'intensive' course of 21 hours a week. Different combinations of the general English programme and afternoon options allow students to tailor-make their courses to suit their particular interests and needs.

### Accommodation profile

The school provides residential and homestay accommodation. The onsite residence is located on two floors above the teaching premises and contains 58 single ensuite rooms and common rooms with basic kitchen facilities. The

Report expires 31 March 2023

residence is segregated into three areas: under 18 boys, under 18 girls and 18+. There were 27 EFL students staying in the onsite residence. All meals are provided in the school cafeteria. A separate residence for 18+ students will be available for the summer, offering single ensuite rooms and self-catering facilities. There were 52 students accommodated in homestay.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Comprehensive documentation and procedures are in place to disseminate the school's goals and values. The management has clear objectives for the future of the school, and these are regularly reviewed as part of the quality assurance cycle. Communication within the school and across the wider organisation is good, human resources procedures are well managed and staff feel supported. Student administration is carried out effectively. Publicity generally provides a clear picture of the school. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. There is a range of learning resources available to benefit the students, although the provision of some is in breach of copyright. Teachers and students receive good advice on how to make full use of the resources available to them. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile that meets the needs of the students. Teachers receive good support and guidance to ensure that they assist the students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school offers a very safe and secure environment for both students and staff. Students' needs for pastoral care and information are extremely well met. Accommodation systems are run efficiently and the accommodation provided is of an appropriate standard. The provision of leisure opportunities for both adults and under 18s is very well managed and meets a wide range of student needs. *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. The safeguarding policy is comprehensive and clear, and staff and homestay hosts are very well informed and trained. Parental consent forms are used effectively and rules are made known to parents and students. Procedures are in place at all times to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time. *Safeguarding under 18s* is an area of strength.

## 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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
<b>Comments</b>	
M1 There is comprehensive documentation made available to staff, which is reinforced at whole-staff meetings. The values and ethos handbook includes the company strategic development plan, and simplified versions of Kings' values are displayed in all classrooms.	
M2 There is a wide-ranging school improvement plan with clear objectives and management strategies for successful implementation. Monitoring of progress and outcomes is systematic and very thorough.	
M3 The staff structure is fully documented, and individual photographs with job titles are available online and displayed in the school. This structure is also clarified to students during induction. Continuity is assured at all times and cover roles are clear.	
M4 There is a broad range of timetabled and documented meetings at company, school and departmental level. Homestay hosts receive regular newsletters and are invited into the school. The online student platform, communicates a wide range of information about the school, the course and student progress to all interested parties.	
M5 The collection of student feedback is regular, systematic and thorough. Managers receive weekly summaries and take appropriate action, which is recorded. Additional ongoing consultation with students about their experience at school is systematic and regular.	
M6 Online staff surveys take place every six months. Management responses to staff views are extremely well documented and appropriate action is taken.	
M7 There is a comprehensive quarterly review cycle, which incorporates input from head office, staff and student feedback. Progress on achieving management targets is reviewed at regular meetings and is clearly documented.	

<b>Staff management and development</b>	<b>Area of strength</b>
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.	Strength
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.	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.	Strength

<b>Comments</b>	
M8 The company handbook gives comprehensive information on the terms and conditions of employment. All staff feel valued and the teachers spoke very positively of the supportive approach of management.	
M10 Recruitment procedures are extremely thorough, with detailed documentation and clear guidelines on all procedures to be followed. Staff involved have all received training in safer recruitment.	
M13 The school has a strong policy of continuing professional development, which includes financial support for upgrading qualifications and for attending external events. Administrative staff receive relevant training, including support on the use of the school's databases. Teachers have a very high number of opportunities for professional development within the school, which are frequently linked to lesson observations. Staff training records are all documented.	

<b>Student administration</b>	<b>Area of strength</b>
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	Strength

known to all staff and students and is applied consistently.	
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

#### Comments

M14 Students commented very favourably on the helpfulness and friendliness of staff, who also reported they felt very well supported in their work. Sophisticated digital systems allow staff to provide a high standard of customer service.

M19 There are very robust systems in place for monitoring and recording student attendance. Students are made aware of these at induction and in the student handbook. Detailed records of follow-up action for poor attendance were seen. The punctuality policy is also very clear and applied consistently.

M20 Detailed information is included in the staff and student handbooks. At induction students are made aware of the school rules, the student code of conduct and the different sanctions that apply.

M21 The complaints policy is available on the website and guidelines are provided during the student induction.

Classroom posters invite students to report any problems to named staff in a helpful and accessible way. There are comprehensive records of all complaints made and any action taken.

<b>Publicity</b>	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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The principle means of publicity is the website, which contains information about all Kings schools around the world and Brighton-specific pages. There is also a printed brochure on the English language provision in UK.

M22 The claim 'For over 60 years we have been one of the world's most successful providers of quality English language courses' is not supported with any objectively verifiable evidence. The comparison between Kings language levels and the different grades of external examinations and IELTS scores is inaccurate.

M26 The website gives very clear and comprehensive information on all aspects of pastoral care provided to students under 18. This can be downloaded for further reference.

### Premises and resources

<b>Premises and facilities</b>	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.	Met

#### Comments

P1 The premises are brand new and in an excellent state of repair and cleanliness. A modern, distinctive design provides a stylish and very comfortable environment for staff and students. Classrooms are colourful and bright and

there is provision for people with mobility issues.

P2 Classrooms are of an appropriate size for the maximum number of students. The classrooms have good natural light and are furnished with tables and chairs, which allow for flexibility of layout so students can see and hear in comfort.

P3 There is a large and attractive cafeteria with an outside terrace, where students can also relax. The school reception area is spacious and attractively designed, promoting a relaxed and professional environment.

P5 Signage is very clear and consistent. There are excellent facilities for the presentation of information, including video and digital displays. These are always presented in a stylish and attractive way.

<b>Learning resources</b>	<b>Met</b>
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.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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.	Strength

#### **Comments**

P7 A variety of learning resources is available for all students, including class sets. However, this criterion is not met because current schemes of work rely on whole-class access to a range of materials which are not available in multiple copies.

P9 All classrooms contain modern interactive whiteboards (IWBs) and teachers receive ongoing training. Technical support is available for all educational technology on site and teachers spoke very positively about the service they had received.

P10 The school's virtual learning environment (VLE) is available to all students on their own devices, and is an important part of their courses. There is a small library in the main building with materials that may be used for reference by students when a member of staff is present.

P11 Students receive a full induction to all independent learning resources on arrival. A trained member of staff is based in the library for 90 minutes each afternoon and is available to provide learning support.

P12 Reviews of teaching and learning resources take place on an ongoing basis within the schemes of work, where teachers are asked to evaluate the content as they work through the course. These recommendations are reviewed by the HoE on an ongoing basis and there was evidence that this process had led to the deployment of more effective resources.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Met</b>
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.	Strength

#### **Comments**

T2 One teacher had an MA TESOL but without a teaching qualification. However, the rationale for employing this teacher was accepted within the context of this inspection as the qualification was supported by considerable teaching experience.

T4 The HoE is TEFLQ and has a very wide range of suitable experience, including several years as an academic manager working in a Kings school elsewhere in the UK.

<b>Academic management</b>	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.	Met

### Comments

T8 New EFL students enrol every Monday and begin classes on Tuesday. In existing classes progress tests and revision tasks are set every Monday and the teaching week begins on Tuesday. There is a meeting every Monday afternoon when teachers discuss the new intake with the HoE and plan accordingly.

T9 The HoE operates an open-door policy and has almost daily contact with teachers in a large number of training and co-ordination sessions. Teachers commented very favourably on the day-to-day support available. A mentoring system ensures that less experienced teachers receive additional assistance as required.

<b>Course design and implementation</b>	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.	Strength
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 course structure is described in detailed schemes of work and related rationales. Each week is planned as a separate module with a single main topic. There are different linguistic and language skills inputs in the two main teaching blocks before and after the mid-morning break. Resources are derived from two core coursebooks, and suggestions are included in the schemes of work for supplementary materials. The framework is tailored to meet the needs of students who enrol continuously. The special interest courses also have written course outlines.

T12 EFL schemes of work are regularly reviewed by the HoE in relation to annotated comments from class teachers, feedback from students and test results. Each Monday there is a meeting to discuss the placement of new students, the week's work and how the course is progressing.

T13 Summaries of the course design are available to students on classroom posters. In addition the VLE holds details of all schemes of work, which students and teachers can refer to at any time.

T15 Students have tutorials and access to the VLE, which are both used to promote independent learning. In addition to the links to the coursebook websites and other supplementary materials, there are exercises, which teachers can produce and upload for independent student use. The schemes of work include exercises to develop independent student study skills and additional guidelines are given during the student induction.

<b>Learner management</b>	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination	Met

training best suited to their needs and interests.	
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

T18 There is a comprehensive system for evaluating, monitoring and recording student progress, which includes regular tests and tutorials when learning targets are reviewed. All students are able to track their progress on the VLE.

T19 All students enrolled for longer than six weeks have tutorials where learning targets are discussed and monitored. Clear systems are in place for students to change classes and courses, and these are covered at induction.

T22 Students benefit from excellent guidance with regard to entering mainstream UK education. A specialist member of staff, who assists all students following the academic programme, arranges regular sessions in the computer room to offer students any assistance they require in making university applications.

### Classroom observation record

Number of teachers seen	15
Number of observations	15
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.	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.	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 showed a satisfactory knowledge of the linguistic systems of English and skill in demonstrating this to students. They provided accurate and appropriate models of both spoken and written English, although some non-standard usage and unnatural pronunciation was noted.

T24 The content of the lessons was appropriate for the overall course objectives. Teachers knew their students well and were sensitive to their learning needs. Written class profiles revealed a good understanding of students' different cultural and linguistic needs.

T25 Lessons were planned and learning outcomes usually were made known to students. There was a logical progression through the segments observed and teachers signposted the different phases of the lesson and course overall. Course coherence was underlined with references to previous lessons and future activities.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation, and the most successful teaching used techniques to encourage student interaction and the personalised use of new language. Mingling, matching and small group activities promoted a lively atmosphere. Some teachers, however, relied too heavily on the use of definition to explore the meaning and use of new words.

T27 A range of resources was used to facilitate learning. IWB work was successful with layout and colour being used effectively to highlight linguistic systems. Some teachers exploited the interactivity of the boards to good effect, engaging and motivating students. Technology was used appropriately and video and audio inputs provided



learners with authentic examples of language use. Pictures and small cards promoted student interaction and interest. However, sometimes the layout of classroom furniture made it difficult for teachers to monitor students' interaction.

T28 Some effective correction of errors was noted, including prompted self-correction. Teachers regularly praised students' successful contributions. However, in general there was insufficient feedback on inaccurate pronunciation and a lack of the exploitation of student mistakes as a source of learning.

T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input.

T30 Teachers mainly had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. Instructions were usually clear and checked. Many teachers effectively managed the grouping and re-grouping of students to promote interaction and learning.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from very good to satisfactory. Overall the teaching was mainly good. Teachers displayed an appropriate knowledge of English and generally presented acceptable models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient correction of mistakes to help students and to promote learning. Teachers had a good presence in the classroom and generally managed their classes well.

### 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.	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.	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.	Strength

### Comments

W1 The safety and security of students is given a high priority. Entrance to the building and access within the building, including the residence, is secure. Risk assessments are thorough and are regularly updated, taking into account specific local risks. Incident logs with action taken are scrupulously maintained.

W3 The school is committed to a high standard of pastoral care for all students, and this is emphasised in the induction presentation, the welcome guide and posters throughout the building. Appropriately trained staff are available for all welfare and health issues in the school and the residence, and respond quickly and effectively to any concerns.

W7 Students are given extensive and useful information before arrival, at the induction presentation, in the welcome guide and in posters throughout the school. Particular attention is paid to personal safety, online security and compliance with UK laws.

W8 There is excellent provision for first aid training and treatment. Students are fully informed of their rights to medical care and are actively guided to appropriate registration with doctors and local medical facilities. There is a well-equipped medical room in the school; security staff in the residence have advanced medical training.

Accommodation (W9–W22 as applicable)	Area of strength
<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.	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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W9 The onsite residence provides a very high standard of accommodation with comfortable ensuite bedrooms, which are well maintained and clean. Rooms are appropriately segregated and suitably trained staff are available 24 hours a day. There are spacious common rooms in the residence and students have use of the school cafeteria for their meals. The three homestays visited provided appropriate facilities. All the hosts were welcoming, well informed and showed interest in the students they were hosting.

W11 The residence is regularly inspected and monitored by the live-in residential manager and her assistant. The AWC carries out all the initial inspections of homestay. Homestays for under-18 students are re-visited annually, and every two years for students aged 18 and above.

W12 Confirmation letters to students contain accurate and detailed information regarding all aspects of their stay, including the cost and time of journeys to school. The information provided is comprehensive and accessible. All students are sent a step-by-step photo-guide of their route from homestay to the school.

W13 Accommodation and welfare staff are introduced to the students at induction. First-week questionnaires ask relevant specific questions about the accommodation and any issues are followed up immediately. Further feedback is gathered and responded to throughout the students' stay. Homestay hosts receive reports on student feedback.

#### *Accommodation: homestay only*

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.

#### *Accommodation: other*

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

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.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
W23 The EAC provides a wide range of information on relevant social, cultural and other events. The information is attractively displayed on noticeboards and TV screens.	
W24 There is an excellent and varied programme of scheduled events appropriate to the age and interests of the students, and utilising the opportunities available in Brighton. At least two leisure or enrichment activities are offered every day, many of which take place in the school. At weekends there are local activities as well as excursions outside Brighton.	
W25 Events are well resourced and efficiently managed by the EAC, in response to the needs and requests of the students. A budget is available, which means most of the events are offered free of charge.	

## 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.	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
<b>Comments</b>	

At the time of the inspection there were 104 students enrolled. Of these 14 (13 per cent) were under 18. In July about 220 students are enrolled with approximately 23 per cent (70) being under the age of 18. Under 18s can be accommodated in homestay (eight at the time of the inspection) and in the onsite residence (five at the time of the inspection). One under 18 student was staying with a family friend; a detailed written risk assessment had been conducted and appropriate monitoring systems were in place.

S1 The policy is comprehensive, accessible and linked to all aspects of current legislation and the requirements of the Scheme. The designated safeguarding lead (DSL) and other safeguarding officers are clearly identified. The policy is reviewed annually with interim reviews as required and is linked to other care policies, all of which are available on the school's website.

S2 All members of staff have appropriate levels of safeguarding training. Safeguarding awareness forms part of the induction of staff and is always an agenda item on the weekly senior staff briefing and the Monday teachers' meeting. Teachers and homestay hosts are required to complete advanced safeguarding training with follow-up refresher questionnaires.

S5 There is very good provision in place to ensure the safety and supervision of students in scheduled lessons and activities, and in the onsite residence. The age of under 18 year-olds is signalled to staff on registers, and absences are followed up immediately. The leisure programme includes activities which are appropriate to the needs and interests of students under the age of 18, and is well supervised.

S6 Clear rules are in place for what students may do outside scheduled lessons and activities. There are different curfew times for under 18s and rules are clearly stated in the student handbook and covered at their induction. The homestay handbook contains relevant information and gives useful advice.

## 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 main scheme of work's photocopying requirements results in teachers breaching the terms of the school's copyright licence; the school should seek further advice from the relevant regulatory body.

#### Organisation profile

Inspection history	Dates/details
First inspection	June 2018
Last full inspection	N/a
Previous spot check (if applicable)	June 2017 spot check to grant accreditation by extension of Kings Bournemouth
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited by extension
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	Kings Bournemouth, Kings Oxford, Kings London, Kings Summer Camps
Other related non-accredited schools/centres/affiliates	Kings Colleges in the USA, in Los Angeles, New York City, New York State and Boston

#### Private sector

Date of foundation	2007
Ownership	Name of company: Prime Education t/a Kings Brighton Company number: 01016132
Other accreditation/inspection	OFSTED

#### 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

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	90	150
Full-time ELT (15+ hours per week) aged 16–17 years	14	70
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	104	220
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	18–30	18–30
Adult programmes: typical length of stay	12 weeks	2 weeks
Adult programmes: predominant nationalities	Korean, Brazilian, Chinese	Korean, Italian, Spanish

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	15	20
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	13	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	15	
Total number of support staff	4	

#### **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	0
Total	1
Comments	
None.	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	6
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	15
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	44	8
Private home	0	0
Home tuition	0	0
Residential	22	5
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	1
Staying in privately rented rooms/flats	24	0

Overall totals adults/under 18s	90	14
Overall total adults + under 18s	104	