

|                   |                                  |
|-------------------|----------------------------------|
| Organisation name | Loxdale English Centre, Brighton |
| Inspection date   | 21–22 January 2020               |

| Section standards  |     |
|--|-----|
| <b>Management</b><br>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><br>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><br>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><br>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><br>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 Loxdale English Centre in January 2020. 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 English for adults (18+) and young people (16+) and for closed groups of under 18s and individual under 18s (11+), and vacation courses for under 18s (8+) in school premises.

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

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

## Introduction

Loxdale English Centre was established in 1978 by The Swedish Folk High School (TSFHS), which was established in Brighton in 1968. TSFHS is an educational charity supported by the Swedish government and has a parent school in Sweden. The charity provides educational opportunities for adults and young people (16+) who have missed out on earlier education. Financial support is provided by the Swedish government to cover course fees, accommodation and travel costs. Loxdale English Centre is the only Swedish Folk High School in the UK.

These Swedish students attend the school between September and June, enrolling for between 12 and 20 weeks. They follow general English courses and can also participate in English Plus courses in a wide range of subjects including digital media, nutrition, yoga and philosophy, and British history. Only the English language components of these courses are eligible for accreditation. These courses are also offered to international students on an open enrolment basis, although the majority of students are from Sweden.

The school also offers open enrolment English courses for 6 weeks in January and February for students aged 12 to 17 years and vacation courses from June to August for students aged 8 to 17 years. Closed group courses for juniors are offered at other times of the year.

A separate accredited school in Brighton rents the main building each summer, running adult vacation courses. Adults students enrolled at Loxdale who wish to continue their studies in the summer are transferred to this programme. Loxdale offers family courses during January, July and August. In July and August, the 8 to 17 year-olds are taught by Loxdale and parents follow the adult vacation course run on the same site by the partner organisation. Breaks and lunchtimes are staggered to ensure that contact between adult and junior students is kept to a minimum. The junior students are taught in separate buildings.

At the time of the inspection, courses for adults and young people (16+) were running, as well as courses for closed groups of juniors. The lessons for juniors were in a separate building and had different lesson times.

The inspection lasted two days with two inspectors. Meetings were held with the principal, the director of studies (DoS), the accommodation officer, the administration and transport officer, the booking officer, the social manager, the marketing manager and the caretaker. Focus group meetings were held with teachers, students on 16+ courses, junior students, student council representatives, group leaders and activity leaders. One inspector visited three homestays. All nine teachers timetabled during the inspection were observed.

## Address of main site/head office

Loxhill, Portslade, Brighton BN41 2LA

## Description of sites visited

The school is located in Portslade, a suburb of Brighton, about 25 minutes by public transport from the city centre. It is set in secluded gardens. The main building, a three-storey Victorian house, comprises the reception, eight classrooms, three staffrooms, a student common room, a self-study room, a library, a dining-room and kitchen, and offices. The basement provides storage space and the caretaker's office. Connected by way of a covered walkway is the business centre, a modern building which has three classrooms, a computer suite, and a sports hall with changing rooms (only one was in use at the time of the inspection). The adjoining building, Loxhall, has two classrooms (one is used as a table tennis room in the winter), a music room, a lecture room and a kitchenette/common room for students. There are toilets in all three buildings.

| 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 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

### Comments

The school offers general English courses of between 15 and 22.5 hours per week for adults and young people (16+) from January to June and from August to December each year. Students may also choose to follow English Plus courses in specialist subjects such as digital marketing, singing, drama, and photography. The specialist aspects of these courses are not eligible for British Council accreditation. The school also runs young learner courses in January and February for 12 to 17 year-olds and from June to August for pre-teens (eight to 12 year-olds) and teenagers (13 to 17 year-olds), with 15 hours of general English per week and a programme of social activities and excursions. Closed groups of under 18s are accepted outside the summer. Courses in English for mature students aged 40+ years are offered once a year in May. Family courses are also offered in the summer.

### Management profile

The principal reports to the board of directors, which meets formally four times a year. At school level, the principal is line manager for the DoS, and all administrative staff. The DoS manages a team of teachers including three senior teachers, and the social manager manages the activity leaders.

### Accommodation profile

Outside the summer, all students stay in homestays provided by the school. In the summer, the majority of students stay in homestays but a small number of students aged between eight and 14 stay in a residential centre, where they are supervised by Loxdale staff.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. There is a very clear statement of goals and values and communication is excellent across the organisation. All staff have ample opportunities for professional development and students receive a very high standard of customer service. Publicity is accurate and well presented. *Staff management*, *Student administration*, and *Publicity* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The school buildings are in good condition and set in beautiful grounds. Classrooms are bright and well supplied with educational technology. Students have good resources for independent learning. *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 profile is very good and the matching of teachers to classes is well handled. Course design is based on clear principles made explicit to all, and the placement of students is well done. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, *Learner management*, and *Teaching* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Arrangements for the safety, security and pastoral care of students are very good indeed. Student services are well managed and appropriate accommodation is offered to both adult students and under 18s. The varied and interesting social programme meets the needs of students of all ages. *Care of students* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for safeguarding with particular care given to the supervision of students, to the safeguarding training given to staff and other adults and to recruitment procedures.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### 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.   | Strength |
| 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. | Strength |
| 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 is very clear and well integrated into the workings of the school. Managers were able to articulate the relevance of the stated goals and values to their current context and all staff members were involved in developing the statement.

M2 A wide range of objectives for the future were seen, but there was no information available on steps to be taken towards achieving them or who would be responsible for carrying them out.

M4 Communication is very good. There are regular team meetings, most of which are minuted. Key staff members ensure that information is communicated between the teams and all staff confirmed that they felt well informed. Opportunities for communication with people outside of the school with similar roles are well utilised.

M5 Feedback systems are very effective. As well as initial, interim and end-of-course feedback, there are student tutorials, a suggestions box, and a class council system within the school. Students and group leaders were able to give examples of action taken in direct response to their feedback.

M7 Procedures for reviewing systems and practices are very good. There are three clear review sessions during the year and it was evident that both staff and student feedback is a vital part of this process.

| 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.  | Strength         |
| 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 Human resources policies are comprehensive, and a number of staff members have benefited from family-friendly policies, such as allowing their children to use the school facilities out of hours.

M10 Recruitment procedures are particularly detailed and effective. A range of documentation exists, differentiated for both role and experience levels. Key management staff have undergone training in safer recruitment, and the school takes a focused and strategic view on developing the team.

M11 Induction procedures are very good. Documentation is specific to role and experience and there is a staged process that goes well beyond the first week. Specific staff have responsibility for supporting new members of the team.

M12 Appraisal systems are very good, with all staff given the opportunity to provide feedback on the management as part of the process. Evidence was seen of action taken on unsatisfactory performance or conduct.

M13 Provision for continuing professional development (CPD) is excellent. The CPD record is extensive, with all staff given the opportunity to attend a wide range of internal and external training. In addition to sessions for academic and administrative staff, homestay hosts and group leaders have also had training provided.

| <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.   | Strength                |
| 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.  | 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.   | Strength                |

#### **Comments**

M14 Customer service provision is excellent. The administrative team works well together and has a good understanding of one another's roles and how they can support each other. Student feedback is consistently good and both students and group leaders spoken to commented very favourably on the service they receive.

M15 Information sent before arrival is very effective. Documentation is clear and practical, and students spoken to felt that they were very well prepared for their trip.

M19 Policies on student attendance are very clear. There is clear differentiation with regards to different age groups and evidence was seen during the inspection of procedures being followed.

M21 The complaints policy and procedure are very good. The policy is clear and good records are kept of complaints made as well as action taken in response. The ultimate option of taking the complaint further and reporting it to external bodies is made explicit.

| <b>Publicity</b>   | <b>Area of strength</b> |
|--|-------------------------|
| 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.  | Met                     |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses.   | Strength                |
| 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**

Publicity is comprised of a website, a brochure/folder with inserts and various social media channels. The website is considered the main medium of publicity.

M24 Information on courses is very clear and accurate. An appropriate level of detail is provided and is consistent across platforms.

M26 Information on the level of care given to students under 18 is very good. This includes a dedicated page on the website with details of the level of care for different age groups and at different times of the year. In addition, there is a list of frequently asked questions (FAQs) regarding young learners.

M27 Descriptions of the accommodation offered are accurate, using real photos of homestays and residences. This, along with the key facts detailed in the publicity, ensures that expectations are effectively managed.

### **Premises and resources**

| <b>Premises and facilities</b> | <b>Area of strength</b> |
|--------------------------------|-------------------------|
|--------------------------------|-------------------------|

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| 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.                                       | 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

P1 The premises provide a very comfortable environment for students and staff. The buildings are all in a good state of repair and set in beautiful grounds with provision for disabled students. Offices are uniformly large and bright and the school is full of displays of students' art and photography making it a very welcoming space for students and staff.

P2 Classrooms are very suitable. They vary in size but most are large and all have good natural light and are free from extraneous noise. All rooms have flexible furniture that can be adjusted to suit the needs of the class.

P3 There is a large canteen, where students and staff eat their lunch, as well as a number of picnic tables outside in the garden for use in good weather. There is also a separate kitchenette area complete with microwaves, fridges, a dining table and sofas for those who wish to prepare their own food.

| 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.   | 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 Learning resources are ample and well organised. There is a wide range of up-to-date course books and supplementary material available, including a good selection of materials specific to the needs of particular courses and students. The school has also created a lot of its own resources for specialist courses.

P8 Resources for teachers are very good. There is a wide range of reference materials available, and much of this is contained online for teachers to access. Teachers are also able to access materials created by their colleagues in the same way.

P9 Educational technology is well provided for. Most classrooms have either a projector or a computer depending on the size of the room. A separate computer suite is also available for class use. External technical support is good, and all new staff members receive thorough training during induction and ongoing support thereafter.

P11 Guidance on independent study is thorough. All students are taken to the self-study room by their teachers, and the room is staffed by senior teaching staff twice a week. A record is kept of attendance and materials used.

P12 Course review procedures are good. A review is held at the end of each course, and teachers are asked to complete a questionnaire. These questionnaires, along with staff meetings and student feedback, all inform the review procedure. Examples were given of direct action taken in response to feedback on resources in use.

### 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              |

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|--|----------|
| 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 the year-round teaching team are TEFLQ, and all are at least TEFLI.  
T3 The teaching team has an excellent range of experience appropriate to the context. Great care has been taken to ensure an excellent range of skills and experience across the teaching team, from those with young learner experience and training to those with skills particular to the English Plus courses offered.  
T4 The profile of the academic management team is very good. All four members are TEFLQ with a total of seventeen years of management experience among them.

| 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.                             | Strength         |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Strength         |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.            | Strength         |

### Comments

T5 The matching of teachers to courses is handled very well. The profile of the teaching team is considered carefully when matching a teacher to a particular course with the needs of the class and the skills and preferences of teachers as key factors. Teachers were very appreciative of how this is managed.  
T7 Provision for cover is ample. During busy times there is always a teacher on standby, and there are a number of staff members on the administration team qualified to teach besides the DoS.  
T8 Continuous enrolment is handled very effectively. There is a clear procedure known to all teachers for managing the arrival of new students into an existing class. All weekly plans begin on a Tuesday when new students have joined.  
T9 Arrangements for day-to-day support are very good. As well as the DoS who is present in the Teachers' room every day during break or lunchtime, one of the senior teachers has special responsibility for teacher support. Teachers spoken to felt very well supported.  
T10 A wide range of observation procedures are in place to support both teachers and students as well as ensure quality control. Teachers confirmed that they found this aspect of their jobs both supportive and constructive.

| Course design and implementation   | Area of strength |
|--|------------------|
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.                                       | Strength         |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.  | Strength         |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.  | 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. | Strength         |
| 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.                          | Strength         |

### Comments

T11 The principles of course design are very clear. The principles are based on two sets of principles: the 'Four Pillars' and 'Four Columns', for adult and junior courses respectively. These are made abundantly clear from handbooks to lesson plans. Direct reference to these principles was seen in observed lessons.

T12 Review of course design is very systematic. This includes channels of input from both staff and students, as well as associates from within the industry.

T13 Course outlines are effectively used. These outlines are available in student handbooks, and students are actively engaged in the syllabus checklist procedure during lessons.

T14 Additional activities provide good opportunities for the effective acquisition of language and the development of relevant language skills. The school offers a range of English Plus courses. All have expert input, and the language focus is made explicit. This was evident in the English Plus classes visited during the inspection.

T15 Learning strategies are well provided for. There is a large bank of resources for this purpose available for teachers, and each week teachers use 'Memory Monday' as an opportunity to focus students on this aspect of their learning.

T16 All students are supported in developing their language skills outside the classroom. As well as regular trips and excursions which are accompanied by effective learning materials, the school also offers its long-term students an activity week, where they are encouraged to research an aspect of British life in groups (often including travel) and thereafter present their findings.

| <b>Learner management</b>   | <b>Area of strength</b> |
|---|-------------------------|
| 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.                                       | Met                     |
| 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 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.             | Strength                |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.                           | Met                     |

#### **Comments**

T17 Placement procedures are very effective. There is a range of procedures appropriate to the different age groups. Assessment covers all areas and is linked to an external reference. Focus on special educational needs is sensitive and efficient.

T19 There is a clear, staged process for students wishing to change levels or courses. This is handled sensitively and good records are kept.

T21 Appropriate reports are provided for all students. These are differentiated according to the age, needs, and nationalities of students.

#### **Classroom observation record**

|                                |  |
|--------------------------------|--|
| Number of teachers seen        | 9  |
| Number of observations         | 9  |
| Parts of programme(s) observed | General English (16+), General English (12+) |

#### **Comments**

As well as the General English classes, one inspector visited the English Plus classes (photography, drama, grammar and British culture).

| <b>Teaching: classroom observation</b>  | <b>Area of strength</b> |
|---|-------------------------|
| 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.  | Strength                |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.   | Strength                |

|   |          |
|---|----------|
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | 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.    | Strength |

#### Comments

T23 All teachers demonstrated sound language knowledge and provided clear explanations and examples. Models of spoken and written language were mostly clear and accurate and teachers generally wrote models on the board with helpful information such as stress marks.

T24 Course content was particularly appropriate to course objectives. All plans included detailed student profiles showing good awareness of the needs of the group and of individuals (particularly their emotional states). Activities and materials were relevant to the age group and to the range of cultural backgrounds of the students, and there were opportunities for personalisation.

T25 Lesson plans included varied sets of activities and the staging was very effective. Outcomes were clearly expressed and written on the board in all classes.

T26 An excellent range of teaching techniques was seen. These included appropriate elicitation and questioning, concept checking, pronunciation drilling and nomination to encourage participation. All were used confidently.

T27 Classroom technology was used effectively and handouts were attractive and professionally presented. Whiteboard work was very well organised in all lessons.

T28 A variety of correction techniques was seen, including prompted self- and peer correction, delayed correction and collaborative whole-class activities based around identifying and correcting errors in written work. Teachers were always encouraging and acknowledged individual and group achievements. In isolated cases, correction was all on the spot where delayed correction might have been more constructive.

T29 All plans included activities to evaluate learning, and the majority included a range of methods - from peer checking to planned concept check questions.

T30 In all classes, teachers achieved a purposeful learning atmosphere, with their students responding well to effective changes of pace, and strong voice projection. Appropriate use of pairwork and groupwork ensured that there was ample student-talking-time and students were fully engaged with their learning.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory against the criteria with the majority being good or excellent. Meticulous attention was paid to individual learning needs and lesson objectives, as well as student outcomes; all were made clear in lessons. A good range of teaching techniques was seen and feedback to students was varied and effective. Classroom resources were used confidently. Pairwork and groupwork, together with dynamic teacher presence, resulted in students being engaged in their lessons.

#### Welfare and student services

| Care of students   | Area of strength |
|--|------------------|
| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.   | Strength         |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.  | Strength         |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Strength         |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.  | Strength         |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.   | Met              |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.           | Met              |
| W7 Students receive advice on relevant aspects of life in the UK.  | Strength         |
| W8 Students have access to adequate health care provision.   | Met              |

#### Comments

W1 A good range of measures are in place to ensure the safety and security of students on the premises including up to six fire drills a year, fire marshal training for all year-round staff and regular reviews of fire risk assessments of both the Loxdale site and the summer residential site.

W2 There is an excellent and comprehensive emergency plan, known to all staff, with appropriate levels of information also given to group leaders and students. Measures to verify the safety and whereabouts of students, particularly under 18s, are highly effective.

W3 Attention to pastoral care is a key feature of the school, with a particular focus on disability and special educational needs. Tutorials always include a pastoral element, an external counsellor visits the school every month and welfare staff check the wellbeing of under 18s every week.

W4 Tolerance and respect are central to the school's ethos. Staff and students are made aware of policies and procedures by means of appropriately graded notices and handbooks. Course design and lesson plans often include reference to issues related to the Prevent strategy.

W7 Information is provided attractively and accessibly on notices posted throughout the school, in handbooks and at induction. Comprehension is checked by means of quizzes.

|  |          |
|--|----------|
| <b>Accommodation</b> (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.                | 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.  | 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. | 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

W14 Homestay hosts receive a comprehensive handbook that includes all the information required by the accommodation criteria. Any changes to terms and conditions are emailed to hosts and are reinforced at every re-inspection. The regular homestay host newsletter helps to keep hosts informed.

|   |     |
|---|-----|
| <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 the criteria in this area are fully met.

|   |     |
|---|-----|
| <i>Accommodation: other</i>   |     |
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.                              | Met |

#### Comments

All the criteria in this area are fully met.

| <b>Leisure opportunities</b>  | <b>Area of strength</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. | 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.   | Strength                |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.  | Met                     |

### **Comments**

W23 Provision for leisure opportunities is excellent, with information about and access to a wide range of age-appropriate activities and events. Activities staff often give information and advice in response to students' expressions of interest, but generally try to help students rather than doing everything for them so as to develop independence.

W24 There is always a choice of activities so that students with different interests are catered for. Staff make sure there is only repetition of the most popular activities.

W25 The social manager is helped by a number of activity leaders (ALs), many of whom work with the under 18s. All activities and excursions are carefully prepared. ALs are well briefed and are provided with excursion packs and activity outlines.

W26 There are highly effective systems to ensure the health and safety of students, both on site and off site. Risk assessments are produced by trained staff and are regularly reviewed. Absences or late arrivals are treated in the same way as class absences. ALs have access to all relevant information about students' medical and dietary issues.

### **Safeguarding under 18s**

| <b>Safeguarding under 18s</b>   | <b>Met</b> |
|---|------------|
| 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. | Not 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.   | 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.  | Strength   |
| 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        |

### **Comments**

At the time of the inspection, there were 40 under 18s in the school, 17 of whom were 16 and 17, and 23 of whom were under 16. All of these 40 students were staying in homestays, except for one who was staying with his family. There are around 20 closed groups each year, most of them consisting of under 18s and all of them outside the summer. Most under 18s come in groups, though there are always some individual students in the school. In the summer, when anything between 50 and 170 under 18s are in the school, there is a mixture of students in groups and individual students.

S1 The policy includes neither details of named members of staff nor guidance on handling delayed suitability checks. However, this information was added to the policy during the inspection and this is no longer a point to be addressed.

S2 The school takes thorough steps to ensure the policy is known to all adults in contact with under 18s and provides very good training and guidance opportunities. All staff, group leaders and homestay hosts receive a copy

of the policy. All staff, most group leaders and some homestay hosts have received advanced training, six members of staff have received specialist training and all homestay hosts receive basic training.

S4 Very strong recruitment procedures include five members of staff having completed safer recruitment training, thorough suitability checks on all potential members of staff, homestay hosts and other adults in the household, and careful checks on group leaders.

S5 All under 18s are very well supervised during scheduled lessons and activities. Group leaders are only responsible for their own students; absences from class and activities are followed up immediately; there is a high ratio of staff to students on all activities and excursions. Leisure programmes are planned to suit the different age groups of under 18s.

S6 There are very clear rules for what students may do outside scheduled lessons and activities, made known to students at induction, and through notices and the student handbook. Staff, group leaders and homestay hosts learn about the rules through handbooks and regular briefings. The school makes random spot check phone calls to homestay hosts every day to check that students have returned home at the correct time.

### Declaration of legal and regulatory compliance

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

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

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

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

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

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

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

| Inspection history  | Dates/details |
|---|---------------|
| First inspection  | October 2008  |
| Last full inspection  | June 2016     |
| 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           | N/a           |

### Private sector

|                                |                     |
|--------------------------------|---------------------|
| Date of foundation             | 1968                |
| Ownership                      | Educational charity |
| 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 | Truleigh Hill Youth Hostel, Brighton for residential accommodation for 8 to 15 year-olds between 21 June and 19 July 2020 |

| <b>Student profile</b>                               | At inspection                            | In peak week: July<br>(organisation's estimate) |
|--|--|---|
| <b>ELT/ESOL students</b> (eligible courses)          | At inspection                            | In peak week                                    |
| Full-time ELT (15+ hours per week) 18 years and over | 41                                       | 0   |
| Full-time ELT (15+ hours per week) aged 16–17 years  | 17                                       | 60  |
| Full-time ELT (15+ hours per week) aged under 16     | 23                                       | 100   |
| 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   | <b>81</b>                                | <b>160</b>                                      |
| Junior programmes: advertised minimum age            | 12 (open enrolment)<br>11 (closed group) | 8   |
| Junior programmes: advertised maximum age            | 17 years                                 | 17 years  |
| Junior programmes: predominant nationalities         | Chilean                                  | Italian, Spanish,<br>Japanese, Russian          |
| Adult programmes: advertised minimum age             | 16                                       | 16  |
| Adult programmes: typical age range                  | 18–28                                    | 18–28   |
| Adult programmes: typical length of stay             | 4–24 weeks                               | 4–24 weeks                                      |
| Adult programmes: predominant nationalities          | Swedish, Chilean                         | Swedish, Italian, Spanish,<br>Saudi, Japanese   |

| <b>Staff profile</b>   | At inspection | In peak week<br>(organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses   | 6             | 6   |
| Number teaching ELT 20 hours and over a week   | 5             |   |
| Number teaching ELT under 19 hours a week  | 1             |   |
| Number of academic managers for eligible ELT courses   | 4             | 4   |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 13            |   |
| Total number of support staff  | 5             |   |

### **Academic manager qualifications profile**

| Profile at inspection  |                             |
|--|-----------------------------|
| Professional qualifications  | Number of academic managers |
| TEFLQ qualification  | 4                           |
| Academic managers without TEFLQ qualification or three years relevant experience | 0                           |
| Total  | 4                           |

As well as the DoS, there are three senior teachers with different areas of academic management responsibility. All three senior teachers were teaching 21 hours in the week of the inspection.

### **Teacher qualifications profile**

| Profile in week of inspection                        |                    |
|--|--------------------|
| Professional qualifications                          | Number of teachers |
| TEFLQ qualification                                  | 2                  |
| TEFLI qualification                                  | 4                  |
| Holding specialist qualifications only (specify)     | 0                  |
| Qualified teacher status only (QTS)                  | 0                  |
| Teachers without appropriate ELT/TESOL qualification | 0                  |
| Total  | 6                  |
| 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  | 36     | 39        |
| 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      | 1         |
| Staying in privately rented rooms/flats                       | 5      | 0         |
| Overall totals adults/under 18s                               | 41     | 40        |
| Overall total adults + under 18s                              | 81     |           |