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|-------------------|----------------------------------|
| Organisation name | Loxdale English Centre, Brighton |
| Inspection date   | 23–24 January 2025               |

| 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 safe, 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   |
|---|
| <p>The British Council inspected and accredited Loxdale English Centre, Brighton in January 2025. 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 English for adults (18+) and young people (16+), for under 18s (11+) and closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, academic staff profile, academic management, course design, teaching, care of students, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

## 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 range of subjects including drama and well-being, which were not put forward for accreditation. English Plus courses are also offered to international students on an open enrolment basis, although the majority of students are from Sweden.

A separate accredited school in Brighton rents the main building each summer, running adult vacation courses. Adult 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 eight 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 a separate building.

At the time of the inspection, courses for adults and young people (16+) were running, as well as courses for 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 academic manager, the accommodation and welfare officer, and the booking officer. Focus group meetings were held with teachers, students on 16+ courses, junior students, group leaders and activity leaders. One inspector visited three homestays remotely and the school residence in person. All eight teachers timetabled during the inspection were observed.

## Address of main site/head office

Loxhill, Portslade, Brighton BN41 2LA

## Description of sites visited/observed

The school is located in Portslade, a suburb of Brighton, about 25 minutes by public transport from the city centre. It is set in large secluded gardens. The main building, a three-storey Victorian house, comprises the reception, seven classrooms, two 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 young learner centre, a modern building which has four classrooms and a sports hall with changing rooms. The adjoining building, Loxhall, has been converted into a residence with showers and a kitchenette/common room for students. There are toilets in all three buildings, two have disabled access.

| 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 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"/> |
| Applied English/Content and language integrated learning (CLIL) | <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 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 drama, screen printing and health and well-being. 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 twice a year in May and September. Family courses are offered in January to February and 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 academic manager, the accommodation and welfare officer, the activity leaders and all other administrative staff. The academic manager manages a team of teachers including two senior teachers.

### Accommodation profile

Most students are in homestay accommodation throughout the year. The school has an on-site residence with single and multiple-occupancy rooms that are used by a small number of adults during most of the year and by young learners during the summer.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their publicity. All staff have ample opportunities for professional development. The structure of the organisation is well established, and communication is very good. Student administration is carried out very efficiently and effectively. *Strategic and quality management, Staff management, Student administration and Publicity* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and spacious environment for work and relaxation. A very good range of teaching resources and a good range of learning resources appropriate to the age and needs of the students are available. *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 appropriate to the context and are well matched to classes. Course design is structured to ensure it operates to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design 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. 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

There is a good level of provision for the safeguarding of students under the age of 18 within the organisation and in its leisure activities and accommodation. Particular care is given to the safeguarding training for staff and other adults, to recruitment procedures and to the supervision of students. *Safeguarding under 18s* is an area of strength.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

| Strategic and quality management  | Area of strength |
|---|------------------|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.  | Strength         |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.  | 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              |

|  |          |
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| 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 |

#### Comments

M1 The school's mission statement and values are succinct, clear and disseminated through handbooks, noticeboards and in inductions. Staff make every effort to ensure these values inform the ethos of the school.

M4 There are frequent, numerous and effective channels of communication between management, teachers, accommodation hosts and other stakeholders. Staff reported feeling very well informed and engaged with the school.

M5 Feedback is collected via a variety of means, both formal and informal, then collated and shared with relevant staff. A student council meets regularly and tutorials provide further opportunities to express opinions.

M6 Feedback is sought from staff termly, at the end of contracts and in regular meetings. Staff also have the opportunity to give annual anonymous feedback on senior managers. Staff reported that their opinions are both sought and listened to respectfully.

M7 Robust and comprehensive review practices are in place including a twice-yearly opportunity for all staff to assess the efficacy of all systems and procedures.

| 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 ensures that these are up to date.  | 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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.                                      | Strength         |

#### Comments

M8 Human resources policies are comprehensive and professionally presented. Staff reported the school to be very supportive of staff welfare.

M10 Recruitment procedures are thorough and well documented. Differentiated, role-specific interview tasks indicate a professional approach to selecting new staff. Key team members have training in safer recruitment and homestay recruitment.

M11 Induction procedures are very good. New staff have thorough, relevant briefings, and are supported by mentors and detailed checklists and handbooks.

M13 The provision for continuing professional development is very good. All staff have the opportunity to attend internal and external training relevant to both their specific role and the wider ELT context. Staff can request or deliver specific training sessions.

| Student administration   | Area of strength |
|--|------------------|
| M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff. | Met              |
| M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.  | Met              |
| M18 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         |

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|---|----------|
| M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.  | Strength |
| M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint. | Met      |

#### Comments

M14 Staff consistently provide excellent levels of customer service to students, parents and group leaders. Group leaders in the focus group were particularly complimentary about the service they received pre and post course.

M18 Student attendance is taken very seriously. The policy is made known to both staff and students through inductions, handbooks, training and noticeboards.

M19 The conditions and procedures under which a student may be asked to leave are described with clarity in handbooks and in induction. Examples and sanctions are given. Evidence was seen that when an expulsion is necessary the process is compassionate but follows the protocol.

| Publicity  | Area of strength |
|--|------------------|
| M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Strength         |
| M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.  | Met              |
| M23 Publicity gives clear, accurate and easy-to-find information on the courses.   | Strength         |
| M24 Publicity includes clear, accurate and easy-to-find information on costs.  | Met              |
| M25 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         |
| M26 Publicity gives an accurate description of any accommodation offered.  | Met              |
| M27 Descriptions of staff qualifications are accurate.   | Met              |
| M28 Claims to accreditation are in line with Scheme requirements.  | Met              |

#### Comments

Publicity is comprised of a website.

M21 Information on the provision is comprehensive, clear, accurate and attractively presented with photos and videos and current leisure programmes.

M23 Information on courses is very clear and detailed. Key information is easy to access and understand.

M25 Information on the different levels of care given to students under 18 is comprehensive and age group specific. A page of frequently asked questions provides further useful information on the school's provision for juniors.

### Premises and resources

| Premises and facilities   | Area of strength |
|---|------------------|
| P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.                    | Met              |
| P2 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         |
| P3 Classrooms and other learning areas provide a suitable study environment.  | Strength         |
| P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.  | Strength         |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.                     | Met              |
| P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.   | Met              |

#### Comments

P2 Premises and grounds are very attractive and comfortable, and have good provision for disabled students. Common areas are attractively decorated with examples of student work.

P3 Classrooms are large, mostly high ceilinged and very light. Modular furniture allows flexible desk arrangements according to the needs of the students.

P4 Students have a number of areas to relax and eat; there is a large refectory, a common room with a fridge and microwave and ample picnic tables in the garden.

| Learning resources   | Met      |
|--|----------|
| P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.  | Met      |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.  | Strength |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.   | Met      |
| P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.  | Met      |
| P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.  | Strength |
| Comments   |          |
| <p>P8 Teaching resources are extensive and well organised. Reference materials are both online and in print. Teachers' own material is available for colleagues' use. Teachers reported being extremely satisfied with the quality and extent of supplementary materials.</p> <p>P11 The policy for reviewing and developing materials is very good. End-of-term meetings and questionnaires gather feedback on resources and evidence was seen that teacher requests for additional materials were met. Students are systemically asked to give feedback on materials used.</p> |          |

## Teaching and learning

| Academic staff profile  | Area of strength |
|---|------------------|
| T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.  |                  |
| T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.  |                  |
| T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.  |                  |
| Comments  |                  |
| <p>The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. The school clearly benefits from having a highly experienced TEFLQ DoS, supported by TEFLQ senior teachers. A high proportion of teachers are TEFLQ</p> <p>The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.</p> |                  |

| Academic management  | Area of strength |
|--|------------------|
| T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.   | Met              |
| T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.  | Strength         |
| T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.   | Strength         |
| T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.   | Strength         |
| T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.   | Strength         |
| T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.                                  | Strength         |
| T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.             | Strength         |
| Comments   |                  |
| <p>T5 There is a very good provision for cover. The academic manager is not timetabled and during the summer period, a cover teacher is employed. In addition, the principal is a qualified teacher.</p> |                  |

T6 Continuous enrolment is very effectively handled. Teachers have a checklist to go through with new students to ensure they are welcomed and supported by a 'buddy' and they understand what was studied in the previous week.

T7 Induction procedures are comprehensive. New teachers receive detailed written guidance, face-to-face guidance and ongoing mentoring support from senior teachers.

T8 Support for all teachers is very good. Fortnightly meetings provide a forum to discuss issues and strategies, senior teachers are paired with less experienced teachers and the academic manager is readily available. Teachers felt very well supported.

T9 Arrangements for observations are very good. Observations and drop-ins take place regularly, feedback is delivered on the same day and action points inform both CPD and subsequent observations.

T10 Provision for CPD is excellent. Teachers have frequent, regular in-house training led by themselves or the academic manager; attendance at sessions organised by the wider ELT community is supported and encouraged; peer observations for all teachers are scheduled termly. Financial support is available for teachers wishing to upgrade to TEFLQ status.

| Course design and implementation  | Area of strength |
|---|------------------|
| T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.  | Strength         |
| T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.   | Strength         |
| T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.   | Strength         |
| T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.  | Met              |
| <b>Comments</b>   |                  |
| T11 The principles of course design are very clear, coherent and well communicated to both teachers and students. The principles are informed by the school's context and values.   |                  |
| T12 There are very good formal strategies to encourage the use of English outside the classroom. Students have weekly lessons on British life and culture, tasks to support communication with hosts and homework that requires conversations with people in the local community. |                  |
| T13 Course design is reviewed regularly and formally with input from both teachers and students.  |                  |

| Learner management  | Met      |
|---|----------|
| T15 There are effective procedures for the correct placement of students, appropriate to their level and age.   | Met      |
| T16 There are effective procedures for evaluating, monitoring and recording students' progress.   | Not met  |
| T17 Students are helped to identify their learning needs and receive support to meet course objectives.   | Strength |
| T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met      |

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| <b>Comments</b>  |  |
| T16 End-of-course certificates for some courses state the language level achieved by the student without this being formally assessed.   |  |
| T17 Support and guidance for students in identifying their needs and meeting them is very good. Adult students receive very good support including weekly study sessions with a senior teacher, a personal learning plan and more general help in student handbooks. Teachers are trained to help students with special educational needs. |  |

#### Classroom observation record

|                                |  |
|--------------------------------|--|
| Number of teachers seen        | 8  |
| Number of observations         | 8  |
| Parts of programme(s) observed | General English (16+) and young learners |
| <b>Comments</b>                |  |
| None.                          |  |

| Teaching: classroom observation   | Area of strength |
|---|------------------|
| T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level. | Met              |

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| T20 The content of the lessons is based on the overall course objectives and considers the differing students' needs and backgrounds.           | Strength |
| T21 The intended learning outcomes of lessons are made known to students and are achieved through an appropriate sequence of activities.        | Strength |
| T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners. | Strength |
| T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.                            | Met      |
| T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.                                   | Met      |
| T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.  | Met      |
| T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.                                       | Strength |

#### Comments

T19 Most teachers produced clear, repeated models of spoken English and offered accurate explanations of target and emerging language.

T20 Almost all the lessons offered class profiles showing a very good and sensitive awareness of the students' needs and abilities. Provision is made for students with diverse learning profiles and language backgrounds.

T21 Learning outcomes were displayed in all lessons and often referred to. Lessons were very well staged and sequenced.

T22 A wide range of fluent, appropriate teaching techniques was in evidence in almost all lessons including concept checking, drilling, instruction checking and eliciting.

T23 Generally teachers made good use of the classroom environment encouraging movement and varying seating arrangements.

T24 Teachers generally used a good range of correction techniques and gave encouraging group and individual feedback.

T25 Most lessons included frequent and appropriate opportunities for students to evaluate and reflect on what they had learned.

T26 All teachers promoted a very positive, warm learning environment proactively encouraging all students to engage in lessons. All made very good use of pace and varied activities appropriately.

#### Welfare and student services

| Care of students   | Area of strength |
|--|------------------|
| W1 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         |
| W2 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         |
| W3 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         |
| W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.   | Met              |
| W5 Students receive advice on relevant aspects of travel to and life in the UK.  | Met              |
| W6 Students have access to adequate health care provision.   | Strength         |

#### Comments

W1 The school has comprehensive plans to respond to a wide range of on-site and off-site contingencies which are regularly updated. These plans are sensitively and very effectively made known to staff, students and group leaders.

W2 Pastoral care is excellent. All staff have a caring attitude towards students. Several staff have received mental health first aid training and a professional counsellor visits the school monthly. Staff are made aware of the needs of SEND students and are actively involved in meeting their needs.

W3 Tolerance and respect are central to the ethos of the school and are exemplified in the behaviour of staff, referred to clearly in relevant documentation and form the basis of lessons devoted to them.

W6 There are very good systems in place for helping students know what healthcare is available to them and clear evidence of staff helping students access it when necessary, including accompanying them to appointments when needed.



|   |                  |
|---|------------------|
| <b>Accommodation</b> (W7–W18 as applicable)   | Met              |
| <i>All accommodation</i>  |                  |
| W7 Students have a comfortable living environment throughout their stay.  | Met              |
| W8 Arrangements for cleaning and laundry are satisfactory.  | Met              |
| W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.  | Met              |
| W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.   | Strength         |
| W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.   | Met              |
| W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.  | Strength         |
| W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.  | Met              |
| <b>Comments</b>   |                  |
| W10 Students receive comprehensive information about their homestay accommodation including pen portraits of their hosts and very clear and detailed travel information.  |                  |
| W12 Homestay hosts are given very clear information about the rules, terms and conditions through an up-to-date handbook, quarterly newsletters and regular opportunities to attend evening events.   |                  |
| <i>Accommodation: homestay only</i>   |                  |
| W14 Homestay hosts comply with the agreed terms and conditions for student placements.  | Met              |
| W15 Homestay placements encourage students to use English.  | Met              |
| W16 Hosts ensure that there is an adult available to receive students on first arrival.   | Met              |
| <b>Comments</b>   |                  |
| All criteria in this subsection are fully met.  |                  |
| <i>Accommodation: other</i>   |                  |
| W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.   | Met              |
| W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.  | Met              |
| <b>Comments</b>   |                  |
| All criteria in this subsection are fully met.  |                  |
| <b>Leisure opportunities</b>  | Area of strength |
| W19 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         |
| W20 The content of any leisure programme is appropriate to the age and interests of the students.   | Strength         |
| W21 Any leisure programmes are well organised and sufficiently resourced.   | Strength         |
| W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.   | Strength         |
| W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.   | Met              |
| <b>Comments</b>   |                  |
| W19 The school uses a very good range of channels to keep students informed about what is happening in the local area; these include weekly in-person briefings, noticeboards with information about places of interest and on the online classroom noticeboard.  |                  |
| W20 The content of the social programmes for adult and young learner students are appropriate to their ages, needs and interests. Changes are made to programmes to accommodate specific students who have a preference for sports or arts and crafts. Each month an adult class is responsible for organising and running their social activity, which is attended by staff. |                  |

W21 All social activities are very well organised, and staff are given clear guidelines and information about places to be visited. Students receive clear guidance and handouts, and each week one classroom lesson is devoted to preparing for a weekend trip.

W22 There are very good systems in place to ensure the safety of students on all activities; these include staff being given detailed risk assessments and itineraries and being given clear instructions to provide suggestions for improving these.

## 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. | 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 55 junior students enrolled on the winter young learner course (12 to 17 year-olds). In the summer the number of under 18s increases as students enrol on the young learner (eight to 12 year-olds) and the teenager courses (13 to 17 year-olds).

S2 The school takes thorough steps to ensure that the safeguarding 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 homestay hosts receive basic safeguarding training, and all staff receive advanced training. Seven members of staff have received specialist training.

S4 Relevant staff are trained in safer recruitment procedures and ensure that all checks are conducted sensitively and rigorously. There are clear systems for ensuring that staff know what safety procedures have been conducted on individuals, and which still need to be concluded.

S5 There are robust systems in place for ensuring that the whereabouts of under-18s are checked at different times of the day and evenings. Staff, homestay hosts, and group leaders were fully aware of their responsibilities and how to respond to any potential issues.

S6 There are very clear rules about 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, weekly programmes and regular briefings.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it always operates following 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, concerning 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  | January 2020  |
| Subsequent checks/visits (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                      | Name of company: Swedish Folk High School / Loxdale English Centre<br>Charity number: 280428 |
| Other accreditation/inspection | N/a  |

#### Premises profile

|   |     |
|---|-----|
| Details of any additional sites in use at the time of the inspection but not visited/observed | N/a |
| Details of any additional sites not in use at the time of the inspection                      | N/a |

#### Student profile

|  | At inspection                                      | Estimate at peak |
|--|--|------------------|
| ELT/ESOL students (eligible courses)                 | At inspection                                      | July             |
| Full-time ELT (15+ hours per week) 18 years and over | 44   | 0                |
| Full-time ELT (15+ hours per week) aged 16–17 years  | 20   | 20               |
| Full-time ELT (15+ hours per week) aged under 16     | 35   | 87               |
| 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>99</b>  | <b>107</b>       |
| Adult programmes: advertised minimum age             | 16   | N/a              |
| Adult programmes: typical age range                  | 19–30  | N/a              |
| Adult programmes: typical length of stay             | 4 weeks for Chileans,<br>10 to 22 weeks for Swedes | N/a              |
| Adult programmes: predominant nationalities          | Swedish, Chilean                                   | N/a              |
| Junior programmes: advertised minimum age            | 12   | 8                |
| Junior programmes: advertised maximum age            | 17   | 17               |
| Junior programmes: typical length of stay            | 4 weeks  | 3 weeks          |
| Junior programmes: predominant nationalities         | Chilean, Panamanian                                | Spanish, Italian |

#### Staff profile

|  | At inspection | Estimate at peak |
|--|---------------|------------------|
| Total number of teachers on eligible ELT courses | 6             | 6                |
| Number teaching ELT 20 hours and over a week     | 4             |                  |

|  |   |   |
|--|---|---|
| Number teaching ELT under 20 hours a week  | 2 |   |
| Number of academic managers for eligible ELT courses   | 3 | 3 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 6 |   |
| Total number of support staff  | 3 |   |

#### Academic manager qualifications profile

| Profile at inspection   |                             |
|---|-----------------------------|
| Professional qualifications   | Number of academic managers |
| TEFLQ qualification and at least three years full-time relevant teaching experience | 3                           |
| Academic managers without TEFLQ qualifications or three years relevant experience   | 0                           |
| Total   | 3                           |
| Comments  |                             |

Two academic managers (senior teachers) teach 22 hours per week, the other academic manager is not timetabled.

#### Teacher qualifications profile

| Profile in week of inspection   |                    |
|---|--------------------|
| Professional qualifications   | Number of teachers |
| TEFLQ qualification/profile   | 6                  |
| TEFLI qualification   | 2                  |
| ATEFL portfolio in progress   | 0                  |
| Non-ELT-related qualified teacher status only (for short courses for under 18s) | 0                  |
| Holding specialist qualifications only (for ESP/CLIL)                           | 0                  |
| Alternative professional profile  | 0                  |
| Total   | 8                  |
| Comments  |                    |

One of the TEFLI teachers is currently studying for a qualification leading to TEFLQ.

#### 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  | 39     | 55        |
| Private home  | 0      | 0         |
| Home tuition  | 0      | 0         |
| Residential   | 4      | 0         |
| Hotel/guesthouse  | 0      | 0         |
| Independent self-catering e.g. flats, bedsits, student houses                           | 0      | 0         |
| <i>Arranged by student/family/guardian</i>  |        |           |
| Staying with own family   | 0      | 0         |
| Staying in privately rented rooms/flats   | 1      | 0         |
| Overall totals adults/under 18s   | 44     | 55        |
| Overall total adults + under 18s  | 99     |           |