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| Organisation name | LSI Brighton |
| Inspection date | 12–13 October 2021 |

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

| Recommendation |
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| We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S6 have been addressed. The required evidence was subsequently submitted. |

| Summary statement |
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| <p>The British Council inspected and accredited LSI Brighton in October 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general, academic and professional English for adults (18+) and young people (16+), for closed groups of adults (18+) and young people (16+), and vacation courses for under 18s in school premises and online.</p> <p>Strengths were noted in the areas of staff management, premises and facilities, teaching, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

Language Studies International (LSI) Brighton forms part of the LSI group, which has centres in seven countries, including three accredited schools in the UK. The headquarters of the organisation is based in the London school. LSI Brighton was founded in 1979 and first accredited in 1988. In 2016 the school merged with Language Teaching Centres (LTC) Brighton and operated over the two school sites under the name of LSI Brighton. In 2019 the LTC premises at Portland Road were refurbished to include residential accommodation and the main teaching operation moved to these premises at the onset of the global pandemic. The future of the second premises (13 Ventnor Villas, Hove BN3 3DD) is currently uncertain.

The inspection took the equivalent of one day and a half day over two days. Due to the global pandemic, the inspection was conducted remotely. The inspectors had meetings with the school principal, the academic services coordinator (ASC), two senior teachers (STs), the accommodation manager (AM) and the principal of LSI Cambridge who is currently responsible for student enrolments for the group. Focus groups were held with students and teachers. All five teachers timetabled for the week of the inspection were observed. One inspector spoke to two homestay hosts and followed a live virtual tour of the school's residence. A pre-recorded and live virtual tour of the school premises were also arranged. No students under the age of 18 were attending the school during the week of the inspection.

Address of main site/head office

55-61 Portland Road, Brighton BN3 5DQ

Description of sites observed

LSI Brighton occupies a three-storey building in Hove, converted from four Victorian houses, that was refurbished in 2019. The building comprises the school and a 12 bedroom residence (55 Portland) with its own entrance. There are shops and local amenities nearby and the centre of Brighton is approximately 15 minutes away by bus. Set back from the street by a small pebbled garden, the school entrance opens to a shuttered reception area to the left. The principal's office and a further office are accessible from reception. There is a total of four classrooms on the ground floor as well as a large garden lounge with a combination of circular tables and soft furnishing for students use during breaks or after lessons. During busy periods, this room can also be used as a classroom. The lounge leads to a fully equipped kitchen that is available throughout the day for staff and students, in addition to students staying in the residence until 22.30 pm. The lounge overlooks a paved garden area that contains a number of bench tables with seating and a table tennis table. A staircase opposite the principal's office leads to the first floor containing four further classrooms, a staffroom with its own kitchen, a study centre that can also be used as a classroom during busy periods, and a large, open plan student lounge which is used for presentations, leaving ceremonies and student inductions. The second floor houses a further four classrooms. There are a total of six toilets in the building, one of which has 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 type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The school currently offers general English courses, exam preparation classes, and one-to-one lessons in face-to-face, hybrid or online formats. Closed group and junior vacation courses (aged 11–17) are offered but have not been conducted since 2019.

Management profile

The managing director/proprietor of the group, based at the London school, has general oversight of operations. Due to the impact of the pandemic the majority of staff in most schools were made redundant and certain administrative tasks have now been allocated to individual schools on behalf of the group as a whole. The principal of the Cambridge school is responsible for student enrolments and the Brighton school has taken responsibility for academic administration for the group, including placement testing and classing of students, as well as developing a new syllabus for the general English programmes to be offered by all UK schools. Day-to-day operations at the school are managed by the principal, assisted by the accommodation manager. The previous academic manager role is now divided between the STs and the ASC.

Accommodation profile

Homestay accommodation is available for all students, while over 18s may, in addition, choose to be accommodated in the school residence at Portland 55 where 11 ensuite rooms are available. Additional residential accommodation is available at Mountford House, a residential facility managed by another organisation a 10-minute walk from the school. This accommodation has not been used since 2019 and will be revisited before students are placed there again. The school is aware of the need to make it clear that this accommodation is arranged by a separate provider.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The organisation's goals and values feature in several documents, and the school has appropriate plans for the near future and longer term. A thoughtful restructuring of staff roles and responsibilities enables the school to continue to operate to the benefit of students, and effective feedback procedures are in place. Staff development is good and student administration is handled efficiently on the whole. Publicity is generally accurate and some points were addressed during the inspection. *Staff management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The main premises offer an attractive and comfortable environment for staff and students. Teachers are well-resourced and students enjoy good facilities both in and out of the classroom. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The teaching observed met the requirements of the Scheme. The academic management team is suitably experienced and qualified. Support for teachers is good and there are systems in place to ensure quality control. Course design is appropriate to the needs of the students and student progress is monitored well. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. Leisure activities are varied and appropriate. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and on leisure activities. Arrangements for the supervision of students outside class activities is good but mechanisms to check the implementation of rules are missing. Recruitment practice is very thorough.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

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| 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. | Met |
| 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. | Met |

Comments

M3 The school structure has been thoughtfully redesigned to ensure that reduced staff numbers do not affect the student experience.

M5 Student feedback is captured from a range of sources including initial informal chats, weekly learner journals, tutorials, and the end-of-course e-questionnaire which is well designed and particularly thorough in scope.

Feedback is collated and inspectors saw evidence of action taken in response to feedback.

| Staff management and development | Area of strength |
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| M8 The provider implements appropriate human resources policies, which are made known to staff. | Met |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these. | 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. | Met |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation. | Strength |

Comments

M10 Although most of the current staff have been at the school for a number of years, there is a robust safer recruitment policy in place and sampled documents for recently recruited staff were complete. It is evident that the school has been strategic in the recruitment of staff to ensure appropriate provision in all departments.

M11 There is a clear system in place for the induction of new staff, including a checklist linked to safer recruitment procedures. Re-inductions take place for any returning staff for summer courses.

M13 Despite restrictions due to the current pandemic, the school continues to offer an active continuing professional development programme for all members of staff. This includes financial assistance for a teacher to upgrade their qualifications to diploma level, in-house training workshops, and webinars. The STs are also active members of the local director of studies' association.

| Student administration | Met |
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| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Met |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Met |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Met |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Not met |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently. | Met |

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| 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

M18 Sampled emergency contact details do not currently include whether the contact speaks English.
M21 The complaints policy is available on the website, the student handbook and on noticeboards throughout the school. It is clearly expressed and contains the ultimate option of referring the complaint to an external independent body. Sampled logged complaints had been dealt with promptly and fairly.

| Publicity | Met |
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| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Not met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Not met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Not met |
| M25 Publicity includes clear, accurate and easy-to-find information on costs. | Met |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | Met |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | N/a |
| M29 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

The main source of publicity for the school is the website. There is a worldwide group LSI brochure with pages devoted to individual schools. The school has a social media presence and also produces 'showbooks' for agents with essential information on all aspects of the academic programmes, accommodation and course dates.
M22 In general, realistic expectations are raised but there were some inconsistencies in the range of facilities currently available. This was addressed during the inspection and is no longer a point to be addressed.
M23 Publicity is made available to the provider's main markets through professional translations into several languages. However, the description of Brighton on the website and in the brochure contains language that would be difficult for most non-native speakers of English. This was addressed during the inspection and is no longer a point to be addressed.
M24 Course descriptions are rather vague and lack sufficient information on objectives. The total number of lessons and actual number of hours is made clear on the website, but the sample timetable includes the qualification that "an additional five minutes may be included in each two lesson block to allow for a short break" which would alter the stated teaching times. Maximum class sizes are not included for several courses on the website.
M28 Publicity makes no reference to staff qualifications.

Premises and resources

| Premises and facilities | Area of strength |
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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. | Met |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Strength |
| P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally. | 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. | Strength |

Comments

P1 The newly refurbished main premises offer an attractive and professional atmosphere for both staff and students. There is ample space for study, relaxation and work purposes and the building affords disabled access on the ground floor.

P3 Facilities for students are very good. Two large student lounges are available for student use, one of which opens onto the paved garden which has several benches with fixed seating and a table tennis table. Students have access to a fully equipped kitchen throughout the day which includes a fridge, oven and microwaves.

P6 The teachers' room provides a comfortable space for preparation and is divided into distinct areas which house a wide selection of well-organised materials and resources. Teachers have their own kitchen area and the garden and student lounges provide additional space for relaxation.

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

Teaching and learning

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| Academic staff profile | Met |
| T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications. | Met |
| T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching. | Met |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners. | Met |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership. | Met |
| Comments | |
| T1 One teacher does not have a Level 6 qualification. A rationale was accepted in the context of this inspection. T4 While there is currently no academic manager at the school, the duties have been divided between the two senior teachers, one of whom is TEFLQ and the other studying towards this qualification, and the ASC who is also TEFLQ. All three members of the academic management team have considerable experience at the school. | |

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| Academic management | Met |
| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Met |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Strength |
| Comments | |

T10 Several forms of observation take place and formal observation feedback includes a checklist and agreed areas for development. Academic managers from all UK schools in the group are encouraged to observe teachers in other centres to ensure impartiality and opportunities for development.

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| Course design and implementation | Met |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Met |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Met |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | N/a |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Met |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Met |

Comments

T11 General English courses are currently being updated in response to teacher and student feedback. The junior syllabus has not, however, been reviewed since 2019, but this is planned for early 2022.

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| Learner management | Met |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress. | Strength |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary. | Met |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. | Met |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met |

Comments

T18 Teachers evaluate students on a weekly basis across a range of skills with reference to the CEFR via the E-LSI platform. Weekly review and monthly progress tests are used as the basis for tutorials held every six weeks.

Classroom observation record

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| Number of teachers seen | 5 |
| Number of observations | 5 |
| Parts of programme(s) observed | General English for adults (18+) and young people (16+), and an exam preparation class. |

Comments

Three of the classes were in-person only, one was a hybrid class and one was online only.

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| Teaching: classroom observation | Area of strength |
| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | 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. | Met |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Strength |

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| 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 Teachers' knowledge of the grammatical systems was generally sound, and in better lesson segments there was helpful modelling of pronunciation.

T24 All lessons were well planned, with clear links to the overall lesson objectives. Better plans provided evidence that the needs and interests of the students had been considered.

T25 Learning outcomes were made known to the students at the beginning of lessons and followed a coherent sequence of activities. Teachers used a wide range of materials to support learning and add variety to lessons.

T26 A wide range of teaching techniques was employed across the observed lessons, Teachers elicited target language confidently, prompted and checked meaning efficiently, and there were good examples of techniques to encourage learner interaction.

T27 The classroom environment and resources were managed well by all teachers. Technology was used confidently on the whole and teachers were adept at screen sharing and creating break out groups in hybrid and one-to-one lessons. Face-to-face classes also included an interesting use of technology in the classroom. Materials were largely professionally presented and board work was well organised.

T28 Error correction was dealt with consistently and sensitively in the majority of lessons. Peer and prompted self-correction techniques were used and teachers offered encouragement and appropriate praise when deserved. However, in one instance a student's choice of language was corrected inappropriately and the alternative offered was culturally insensitive.

T29 Learning was checked in a variety of ways, including reviewing language taught in previous lessons and tasks to practise target language in different contexts.

T30 A purposeful atmosphere was observed in all classes. Teachers were professional and friendly, and students were motivated and engaged throughout. All lessons were conducted at a good pace and students benefited from a good balance of student-student and teacher-student talking time.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being very good, against the criteria. Lessons were well planned and followed a logical sequence of activities leading to outcomes that were made known to students. Teachers generally demonstrated a sound knowledge of the use of English and employed a wide range of teaching techniques appropriate to the method of instruction (in-person or online). Classroom resources were well managed in all lessons and error correction and feedback was consistently thorough. Students were fully engaged in all lessons, teachers had developed a good rapport with their classes, and a positive learning atmosphere was observed.

Welfare and student services

| Care of students | Area of strength |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | 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. | Met |
| 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 |

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| 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. | Strength |
| W7 Students receive advice on relevant aspects of life in the UK. | Met |
| W8 Students have access to adequate health care provision. | Strength |
| Comments | |
| W2 An extremely thorough and clear plan is available. Procedures are well considered, clearly communicated and accessible. | |
| W4 Policies are clearly expressed and communicated very effectively to students through different channels. | |
| W6 The information provided is very clear, accessible and thorough. | |
| W8 Students have good access to health care provision including a high ratio of first aiders to students. | |

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| Accommodation (W9–W22 as applicable) | Met |
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Met |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Met |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Strength |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | 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 | |
| W12 Confirmation of bookings is timely and students receive thorough and helpful information. | |
| W14 Hosts receive detailed information which is clearly presented and accessible. | |

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| <i>Accommodation: homestay only</i> | |
| W16 Homestay hosts accommodate no more than four students at one time. | Met |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W19 English is the language of communication within the homestay home. | Met |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | Met |
| Comments | |
| All criteria in this area are fully met. | |

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

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

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| W24 The content of any leisure programme is appropriate to the age and interests of the students. | Strength |
| W25 Any leisure programmes are well organised and sufficiently resourced. | Met |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Met |
| Comments | |
| W24 The provision is very good with differentiated activity programmes tailored to meet the needs and interests of adults, 16–17 year-olds and young students. | |

Safeguarding under 18s

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| Safeguarding under 18s | Met |
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Met |
| 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. | Met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. | Not met |
| S7 There are suitable arrangements for the accommodation of students. | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |
| Comments | |
| <p>At the time of the inspection there were no 16 and 17 year-olds on adult courses. In the summer period approximately 60 per cent of the students are under 18, during the academic year there are occasional 16 and 17 year old students on courses.</p> <p>S4 Recruitment practice is very good and the process is supported by a comprehensive separate safer recruitment policy.</p> <p>S6 There is a sliding scale of rules, according to age, about what students can do outside scheduled activities. Although the rules are shared with parents, hosts and group leaders there are no procedures in place to check that they are adhered to.</p> | |

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 | 1988 |
| Last full inspection | 2016 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | In company provision 2019 |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | Award-bearing initial teacher training courses |
| Other related accredited schools/centres/affiliates | LSI London, LSI Cambridge |
| Other related non-accredited schools/centres/affiliates | English language schools in USA, Canada, Australia, and New Zealand. Language schools for French in France and German in Switzerland. |

Private sector

| | |
|--------------------------------|--|
| Date of foundation | 1965 |
| Ownership | Name of company: LSI Education Ltd Company number: 846983 |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|---|---------------------------------|
| Details of any additional sites in use at the time of the inspection but not observed | N/a |
| Details of any additional sites not in use at the time of the inspection | 13 Ventnor Villas, Hove BN3 3DD |

Student profile

| | At inspection | In peak week: July (organisation's estimate) |
|--|-----------------------|---|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 18 (+ 6 online) | 105 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 0 | 70 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 90 |
| 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 |
| Overall total ELT/ESOL students shown above | 24 | 265 |
| Junior programmes: advertised minimum age | N/a | 6 |
| Junior programmes: advertised maximum age | N/a | 17 |
| Junior programmes: predominant nationalities | N/a | Italian, Austrian, Spanish |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 18–30 | 22–26 |
| Adult programmes: typical length of stay | 8 | 4 |
| Adult programmes: predominant nationalities | Saudi Arabian, Korean | Saudi Arabian, Brazilian, Turkish, Italian |

Staff profile

| At inspection | In peak week (organisation's estimate) |
|---------------|---|
|---------------|---|

| | | |
|--|---|----|
| Total number of teachers on eligible ELT courses | 3 | 22 |
| Number teaching ELT 20 hours and over a week | 3 | |
| Number teaching ELT under 19 hours a week | 0 | |
| Number of academic managers for eligible ELT courses | 3 | 3 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 3 | |
| Total number of support staff | 1 | |

Academic manager qualifications profile

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

Two senior teachers were teaching 8.3 hours per week during the inspection.

Teacher qualifications profile

| | |
|--|--------------------|
| Profile in week of inspection | |
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 0 |
| TEFLI qualification | 3 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 3 |
| 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 | 9 | 0 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 9 | 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 | 0 | 0 |
| | | |
| Overall totals adults/under 18s | 18 | 0 |
| Overall total adults + under 18s | 18 | |