

Organisation name	Language Studies International, Brighton
Inspection date	26–27 July 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited LSI Brighton in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and professional English for adults (16+), for closed groups of under 18s and vacation courses for under 18s.

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of quality assurance, learning resources, academic management, course design, and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	December 1988
Last full inspection	September 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Three other schools for English Language in the UK; one in Cambridge, two in London.
Other related non-accredited schools/centres/affiliates	Eight other schools for English language teaching in USA, Canada, Australia and New Zealand. Centre for French in Paris, and German in Zurich. Two affiliated centres in Brussels and Malta.

Private sector

Date of foundation	Company founded in 1969. Brighton founded in 1979
Ownership	Limited Company. Registered office: 19-21 Ridgmount Street, London WC1E 7AH Registered no.: 846983
Other accreditation/inspection	ISI until October 2016.

Premises profile

Address of main site	13 Ventnor Villas, Hove, East Sussex BN3 3DD
Details of any additional sites in use at the time of the inspection	Ralli Hall Community Centre, Denmark Villas, Hove, East Sussex BN3 3TH Used during peak months of July and August for classrooms for student overspill. Maximum two classrooms of 15 students each used in 2016. One class in use at the time of inspection.
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	LSI Brighton is located in a semi-detached Victorian villa in a quiet residential street in Hove. There are shops and local amenities nearby and the beach is a ten-minute walk away. The school is arranged over three full floors plus basement with an additional three mezzanine levels. In the basement there are two classrooms, a storage area, the men's toilet and a covered patio area outside leading to the larger, open patio and garden, equipped with tables, seats and a table tennis table. On the ground floor there are two classrooms and a students' lounge with drinks machine and microwave. On the first mezzanine level there is an office, which also serves as the reception. On the first floor there is a teachers' room with kitchen area and photocopier, the director of studies' office and a classroom. Ladies' toilets are on the next mezzanine level while on the second floor are three classrooms, one of which is small and used for one-to-one classes only. On the top mezzanine level there is a further, small classroom.

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	74	81
Full-time ELT (15+ hours per week) aged 16–17 years	30	29
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0

Comments

The school offers general English courses, skills lessons, business English, exam preparation classes and one-to-one lessons. Work experience courses, academic English courses, adventure English and art, architecture, history and culture courses as well as 'premium' courses are offered but have not run in the last twelve months. During 2016 junior courses for students aged 12–17 were offered for the first time and ran over three weeks, taking place at the overspill accommodation, Ralli Hall. 16–17 year olds are enrolled on adult courses and make up approximately 40 per cent of the total intake.

During the inspection the following classes were running:

General English – 9:00 to 12:50, with breaks (16.67 hours)

Skills lessons – 13:45 to 15.30, with breaks (8.33 hours)

Exam preparation class – 13:45 to 15:30, with breaks (8.33 hours)

English for special purposes, one-to-one class – 15:45 to 16:40 (4.17 hours)

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	60	28
Private home	2	0
Home tuition	0	0
Residential	2	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	11	0
Overall totals adults/under 18s	75	29
Overall total adults + under 18s	104	

Introduction

Language Studies International (LSI) Brighton is part of the LSI organisation which was founded in 1965, and which currently runs English language schools in the UK, the USA, Canada, Australia, New Zealand and Malta as well as a French language school in France and a German language school in Switzerland. General language courses, work experience, academic, adventure and junior courses are offered in different centres.

LSI Brighton is one of the four UK schools; there are two in London and one in Cambridge. The owner of LSI works from one of the London schools, the LSI UK manager works from the Cambridge school.

LSI Brighton is jointly managed by the administrative manager (AM) and the academic director (AD), both of whom report to the LSI UK manager. The AM has been in post for several years; the AD was appointed in 2014, having previously been a teacher and assistant director of studies, also for several years.

The inspection took place over two days. Interviews were held with the administrative manager, the academic director and the accommodation officer/registrars and there was a telephone interview with the UK manager. Focus groups were held with the teachers and with two groups of students. All teachers were observed and one inspector visited two homestay providers and a student house.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is presented clearly in an organogram, with responsibilities for the general running of the school being split between the academic director (AD) and the administrative manager (AM).

M3 Duties of all staff are clear. However, there is no reference made to the safeguarding responsibilities of the designated safeguarding leads.

M4 Communication is good within the school, with regular formal and informal meetings. The AD and AM have annual meetings with their counterparts from the other LSI UK schools and are in frequent contact with the UK manager. Staff reported feeling informed within the school but not aware of the plans of the wider organisation.

M5 New staff are very rarely recruited and all the current staff have been at the school for several years, but there are robust policies and procedures in place to ensure all aspects of recruitment are covered. The detailed staff handbook explains all employment rights clearly.

M7 Formal induction procedures exist, but have not been needed for several years. Returning staff have been taken through a partial induction and each year there is a meeting for all staff to update them on policies and procedures.

M8 All staff have an annual appraisal, including the academic director and the administrative manager. Clear and detailed templates help ensure thorough and useful information is gathered. An individual action plan is drawn up after the appraisal and opportunities for further development or training are identified.

M9 Staff are encouraged to develop their skills and attend relevant training, whether administrative or academic. The AD is an active member of the local director of studies' association and supports teachers to take part in presentations in order to develop both individual skills and organisational academic standing. Staff are part funded to further their professional development.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M15 Students asked to leave course



Comments

M10 Administrative staff provide cover for each other, ensuring there is a manager available at all times.

M12 Enrolment procedures are carried out efficiently, although cancellation and refund policies are contained within the terms and conditions, which are dense and difficult to read.

M14 The student attendance and punctuality policies are robust. Students are informed of the importance of both in their handbooks and at induction. A list is posted on noticeboards and persistent absentees are contacted formally with staged warning letters.

M15 Students are told at induction and in their handbooks about the possible reasons for expulsion. A four-stage process is outlined clearly.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 All points from the previous inspection report have been addressed, with the exception of R3 (see below). Each classroom has a different maximum capacity, but several are small for the official maximum capacity size of 15, which has been increased from the previous maximum of 14.

M17 Managers use feedback from students and staff as well as information from inspection reports and meetings to inform improvement.

M18 Feedback is collected formally from students at the beginning and end of their course, as well as informally on a daily basis. Each feedback form is read and signed by the academic director, and action to be taken is clearly documented. There was evidence of changes having been made as a result of this feedback.

M19 Feedback from staff is gathered informally on a day to day basis and action taken. A formal feedback form might provide staff with another channel of communication and the school with different information.

M20 Procedures for making a complaint are clear and posted in each classroom. English UK is listed as the last step in a complaints procedure and there was evidence that all complaints are taken seriously and dealt with sympathetically.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the website. There is also an organisation-wide brochure, with separate pages for each school as well as brochures for specific courses and an 'FAQ Brighton sheet'.

M21 Publicity is available in several languages and the website in 12 languages. Overall, the language used is clear and accurate but not always accessible. The description of Brighton on both the opening page and in the section for junior courses contains language that would be difficult for most non-native speakers of English.

M22 In general, realistic expectations are raised by print and web-based publicity. However, the premises used for overspill classes are not included in the photographs of the Brighton site, despite having been used for several

years. The junior course brochure shows a photograph of the main site premises, even though this is not what was used for the junior courses. It is also not always clear which sections of the web are generic and which specific to Brighton; some testimonials appearing at the bottom of the Brighton page are from students at other LSI schools. M23 Course descriptions are brief, but reasonably clear. Insufficient detail is provided on junior courses in both print and web publicity.

M24 Information on taught hours per week is not easily accessible and the list of non-teaching days is contained in the very dense terms and conditions on the website.

M25 Prices for all courses are listed in full in both print and web-based publicity.

M28 In the separate FAQ sheet for Brighton, (dated 2015) there is reference to 'a highly qualified academic team', which is potentially misleading.

M29 The most recent version of the Accreditation Scheme marque is used in all publicity.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are well managed and work together to ensure the school operates to the benefit of students. Feedback is used well to ensure that improvements are made but publicity is not always clear and accessible, or sufficiently informative. There is a need for improvement in *Publicity*. *Quality assurance* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The main school premises offer an attractive environment for students and staff with adequate circulation and work space. The overspill site, which is a ten-minute walk away, offers larger classroom space but is much less attractive, with the main classroom housed in a semi-permanent structure within the car park. At this overspill site there is nowhere other than the car park for students or staff to gather outside class time.

R2 The school is generally very clean and well maintained. A recent refurbishment means that rooms are bright and light and the entrance is attractively branded with the LSI world map. There was some evidence of damp penetration in one classroom and the ladies toilets, and an out-of-date sticker was being used on the internal door.

R3 The classrooms are generally well lit and ventilated and are also quiet. They vary in size and have different maximum sizes allocated to them but most are small, not only for the maximum number of students (which has increased from 14 to 15 since the last inspection), but also for the class-specific maximums assigned to them. In most classrooms, teachers are unable to alter seating arrangements or move around the class freely.

R4 There is an attractive, though small, student lounge available for students, equipped with a drinks machine and a microwave. During the summer, when numbers are higher, students are generally able to use the outside patio and garden. This was very popular during the time of the inspection. There are a number of cafes and sandwich bars close to the school, where students can buy snacks or lunches.

R6 The staffroom provides an adequate working environment for teachers. Although there is no relaxation area, there is a large table which teachers work at, a kitchen area and computers linked to printing facilities.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Books and graded readers are available as well as CDs and DVDs, all of which are well maintained and organised by the AD. Students are lent their coursebooks for the duration of their course and encouraged to make good use of them, as well as any associated materials. There is also a wide range of online resources, which the students are encouraged to use.

R8 Teachers are able to draw on a range of up-to-date coursebooks and supplementary materials.

R9 Each classroom is equipped with a laptop and flatscreen television. One of the larger classrooms has an IWB and teachers who particularly want to use it can swap classrooms. An LSI technician, based in London, is on hand to answer any technical queries and able to visit at short notice to resolve more serious problems.

R10 One of the classrooms contains a bank of computers, which students can use every day when lessons finish. It is also the venue for the free study club. There is a well-organised online resource system, which students access to find material relevant to their level and class, as well as links to other useful learning websites.

R11 The AD provides guidance and assistance on an individual basis and is also responsible for loading level-specific materials onto the online resource system. This is done every week.

R12 Materials are reviewed informally in teachers' meetings and the findings taken to the formal LSI-wide annual, academic meetings.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The school provides an attractive working environment for students and staff at its main venue, although space is limited and some classrooms are small. Resources for staff and students are appropriate and well organised. *Learning resources* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 A rationale for one teacher who does not have a level 6 qualification was accepted in the context of the inspection. The teacher has completed two modules of a level 7 diploma in English language teaching and participates in professional development sessions.

T4 The AD is TEFLQ and was appointed in 2014, having previously been the ADoS at the school for many years. Considerable experience within the school is supplemented by extensive involvement externally, through regional EFL organisations.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are assigned courses according to preference and experience, although they are also encouraged to extend their range and teach classes at different levels or with a different focus.

T7 Timetabling takes into account the size, and location, of rooms available. Classes are timetabled in the overspill site for a week at a time only, in order to ensure no one group has a markedly different experience.

T9 Students may join a course on any Monday, but continuous enrolment is not viewed negatively by either staff or students. At the same time as new students do their placement tests, existing students do their weekly review tests, so new arrivals immediately feel they are being integrated into the school system. The colour-coded course design also means that students, both old and new, are encouraged to see progress as cyclical rather than linear.

T10 Support for teachers is good. Teacher development meetings are held on a monthly basis, with topics decided as a result of observation, appraisal and staff or student feedback. Staff are encouraged and supported in leading sessions themselves, both in-house and externally, and teachers spoke highly of the encouragement they have been given.

T11 There is a principled observation policy and procedure in place, with teachers encouraged to do videoed self-observation before being formally observed by the AD. In this way, common issues are identified and presented as areas for formal observation focus and teacher development.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 The course design is clear and well presented. A notional ten-week cycle is broken down into five two-week blocks of grammar points, loosely mapped onto a coursebook. Students can join and leave at any point in the cycle and be confident of covering a range of grammar components during their stay. This provides a useful framework for teachers, who are encouraged to adapt it to meet the needs of their students.

T13 The course is formally reviewed annually in the LSI academic meetings, with information gathered from the teachers in each school. Informal reviews take place more frequently, with teachers passing suggestions to the AD who then discusses possible changes with the UK manager.

T14 Weekly course outlines are drawn up by teachers every Friday, using the syllabus as a framework but also incorporating goals set by the students in their student progress booklets (see T15). These are posted in classrooms the following Monday, so that new and existing students can see the week's plan.

T15 Students receive a student progress booklet which they complete each week, noting what they have learned, areas they found difficult and goals for the coming week. This information informs the weekly planning but also helps identify areas students can work on in the self-study sessions.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Students' progress is comprehensively monitored; through weekly and monthly revision tests, through the student progress booklet and through an online tutorial system which students do with their class teacher.

T19 Students are offered brief examination guides which explain the purpose and general level of different external examinations. Those interested in pursuing an externally validated exam are directed towards a brief online test which assesses level in terms of the exams on offer.

T21 All students receive a leaving certificate with the level reached, using the common European framework levels. These are outlined on the back of the certificate. They also receive a letter with suggestions for further study. Academic reports are available on request.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All
Comments	
None.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 In general, teaching demonstrated confidence with linguistic systems and some good knowledge of phonology. Occasionally, pronunciation differences interfered with correct modelling.

T24 All lessons were well planned, linking clearly to the overall lesson and course objectives. Students' particular needs were accounted for and activities were adapted or extended to suit these needs.

T25 Lesson plans had relevant learning outcomes and a logical, coherent sequence of activities was planned to achieve these outcomes. Lesson aims were usually written on the board, but these could be even more effective if shared with students more consistently and explicitly.

T26 A good range of relevant teaching techniques was observed being used confidently, including eliciting, concept checking, pair work, group work and mingling activities.

T27 Teachers made good use of the classrooms and the limited scope offered by small rooms. Online resources were managed confidently and some board work was excellent. However, in some classes the board work was untidy and disorganised and did not provide students with a useful record of the lesson.

T28 A variety of appropriate correction techniques was observed with some skilful use of prompts to elicit self correction. Error correction was dealt with consistently and sensitively in most lessons.

T29 Production tasks gave students an opportunity to practise and check the language just learned and several lessons referred back to language items from previous lessons.

T30 In all lessons observed there was a positive, purposeful atmosphere with students engaged at all times. Language used by the teacher was appropriate to the level of the students at all times.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority being very good or good. Knowledge of the linguistic systems of English was generally good and teachers were able to adapt their language to the students' level. Classrooms were as well managed as the space allowed and technology was used confidently. A good range of teaching techniques was used appropriately and opportunities were systematically provided for correction. All classes were engaged and the teachers promoted a purposeful, positive learning environment.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and very well supported by the academic director. Programmes of learning are managed for the benefit of students with a range of systems in place for monitoring student progress. The teaching observed met the requirements of the scheme. *Academic management, Course design and Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There is generally good provision for the safety and security of staff and students. Full fire risk assessments have been carried out and are regularly updated. There are two fire officers on the staff and they have received fire marshal training. Entry to the building from the street is controlled by a key pad, with a buzzer to be used by visitors. This is monitored by a security camera, but the installation of a monitor in the office would add a valuable extra layer of security since there is no reception area on the ground floor.

W2 A noticeable feature of the school is the very close personal interest and involvement of staff in the welfare and wellbeing of the students. Information about pastoral care is on display and in the student handbook.

W4 There is a policy on dealing with abusive behaviour, but much of this is written for the staff rather than the students and some of the code of conduct is written in rather complex and inaccessible language. In practice, staff are aware of the need to take any abusive behaviour seriously and the welfare team are readily available to help. Appropriate policies have been developed and relevant training has been undertaken to ensure that the school meets its Prevent obligations.

W6 Transfers are arranged through an experienced local firm, all of whose drivers are DBS checked. For students making their own way to Brighton, a range of travel options is provided, but costs are not given.

W7 Advice is available to students through the student handbook, from information displays, and on request from the readily accessible welfare team.

Accommodation profile

Comments on the accommodation seen by the inspectors

Homestay accommodation is available for all students, while over 18s may, in addition, choose to be accommodated in a private home, a student house, or a hotel. Two homestays and a student house were visited. All provided a comfortable environment, with suitable facilities. The student house has been converted from a large, detached house, with nine bedrooms and shared relaxation, kitchen and bathroom areas; it is only available over the summer, and is strictly reserved for over 18s.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W11 Accommodation is re-inspected regularly and hosts' fire risk assessments are reviewed at this time. Gas safety certificates are collected annually.

W14 Initial feedback does not at present ask for information about the number (and native language) of students sharing homestay accommodation.

W15 Students were very positive about the quality of the meals in their homestays.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Hosts receive very clear guidance and information about the role of a host and the school's expectations of them. The documentation provided is reviewed regularly. Both of the hosts were positive about communication with the school and the support they received when necessary.

W19 There are some occasions when students with the same first language are placed together at the request of the agent or sponsor.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W22 The student house is in excellent condition and is thoroughly cleaned three times a week.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 Students usually arrange private accommodation themselves but the school offers advice on council tax, average bills, and rent.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 Leaflets and booklets are available about activities in Brighton and the range of weekend excursions provided by a third party.

W27 For adult courses two or three activities are arranged each week, facilitated by teachers. These are often at low, or zero, cost; on the summer junior course, an integral programme of activities and outings is provided.

W29 A designated person is in charge of all activities. All sporting activities either take place at a venue with first-aid facilities on site, or are supervised by a first aid trained member of staff.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information, and leisure activities are met. The accommodation provided is suitable, and the management of the accommodation systems works to the benefit of students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Students aged 16 or 17 are enrolled on adult courses. At the time of the inspection approximately 40 per cent of the students fell into this category. A small junior course for young students (12–17) was held in early July 2016, and it is hoped to expand this provision in future.

C1 An effective safeguarding policy is in place, which identifies the designated safeguarding lead (DSL) for the school, and an alternate.

C2 The DSL, her alternate, and the administrative manager have all received specialist training, and all staff have basic awareness certification. This was undertaken online by all staff together, discussing the issues raised as they completed the learning package. Homestay hosts receive a copy of the policy, but so far there have been no moves to involve them in formal training.

C3 Publicity does not identify any special measures or procedures relating to the care of under 18s on adult programmes. Parental consent is sought, but only on enrolment.

C4 All staff are DBS checked, and the main carer is also checked in homestays accommodating under 18s. A programme of extending the checks to cover all adults in the home is under way; references are required for new hosts.

C5 Under 18s are highlighted on the class lists, and swift action is taken to follow up any absences. The summer junior programme has an inclusive programme of activities, which are well supervised.

C6 A clear curfew is laid down for under 18s, and rules relating to alcohol and the purchase of tobacco are clarified at induction for the 16–17 year olds. Junior students are given a set of rules covering their time out of class.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation, and in the leisure activities and accommodation provided. More information is needed in publicity about the level of care available to under 18s enrolled on adult courses.