

Organisation name	Language Teaching Centre, Eastbourne
Inspection date	20 - 22 August 2013

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"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited the Language Teaching Centre, Eastbourne in August 2013. The Accreditation Scheme assesses the standards of management, resources and premises, teaching and welfare and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

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

Strengths were noted in the areas of care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	March 1985
Last full inspection	March 2009 (as GEOS-LTC International College)
Subsequent spot check (if applicable)	August 2010
Subsequent supplementary check (if applicable)	-
Subsequent interim visit (if applicable)	-
Current accreditation status	Accredited
Other related schools/affiliates	LTC London & LTC Brighton
Other related non-accredited activities (in brief)	-

Private Sector

Date of foundation	GEOS 1972; LTC 1954
Ownership	AMVIC UK Ltd.
Other accreditation/inspection	ISI

Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
Compton Park Compton Place Road Eastbourne East Sussex BN1 1EH		

Comments (including details of any additional sites used but not inspected)

The Duke of Devonshire's former home, Compton Park, is home to LTC Eastbourne. It is an elegant 18th century mansion, retaining many historical features from both the 18th and 19th centuries. It is set in ten hectares of parkland, a 15 minute walk from the centre of Eastbourne. Since the last full inspection there has been considerable renovation, in particular of the boys' dormitories and the driveway, and the stable block has been imaginatively converted to provide further classrooms. These were due to come on stream a week or so after the inspection.

Compton Park is a Grade 1 listed building, which presents its own challenges, as it places physical restrictions on any changes the school may want to make and, given its age, size and design, is expensive in terms of maintenance and upkeep. The school currently has Wi-Fi but it is very unreliable and tends to focus in one area, so the management is making a significant investment to upgrade the system to ensure full coverage of the building. This is due for installation in autumn 2013.

Despite the school's commitment to its heritage, the building is not ideal in some respects for a language school, as recorded in the last report. Toilets are limited, and are probably too few at the busiest period; the dining room is not big enough to accommodate all the students during the summer, and its design is not optimised for its function; it is difficult to separate the teaching areas from the residential areas, which raises the issue of safety and security; and, in order to separate the adults' classrooms from the younger learners', one wing is used for classroom accommodation for the latter, although the classrooms on that wing are smaller than those in the rest of the house and the young learners' maximum class size is greater than that of the adults.

The school has 23 classrooms, on the ground and first floors, and three in the newly converted stable block. There is a library, a modest study centre, a smallish staffroom, a games room, and a dining hall with additional seating in the kitchen courtyard. A vending machine for snacks is available near the staffroom. Administrative staff are housed in the extensive reception area at the front of the house, management staff have small offices at the back of the building. In the extensive grounds there are tennis courts, a football pitch, and baseball, basketball and badminton facilities.

The residential areas, on the upper floors of the house and in the Almond Wing beyond the kitchen courtyard, are used to accommodate 10-16 year olds, although some are also housed in homestays.

Student profile	At inspection	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
EFL/ESOL Students (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	230	370
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	63	81
Number on child visitor visas	56	165
Full-time ELT (15+ hours per week) 18 years and over	89	133
Part-time ELT 18 years and over	0	0
Under 16 years	103	157
Aged 16-17 years	38	80
Minimum age	10	10
Typical age range	Adults: 19-27 YLS: 13-16	Adults: 19-27 YLS: 13-16
Typical length of stay	Adults: 2-4 weeks or 12-36 YLS: 1-3 or 7+ weeks	Adults: 2-4 weeks or 12-36 YLS: 1-3 or 7+ weeks
Predominant nationalities	Italian, Saudi, Russian, Spanish, Turkish	Spanish, Ukrainian, Turkish, Italian, Saudi, Russian

Staff profile	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	20	26
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	12	
Number teaching ELT 20 hours and over/week	8	
Total number of additional support/ancillary staff	7 + 23 activity staff	

Course profile	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers courses year round, most in general English, for adults and young learners. At the time of the inspection in the summer period the Young Learner Summer School (10-17 year olds) was in progress, in parallel with an adult summer school. Students may enrol for the minimum of a week, and classes follow the CEFR framework of seven levels from beginner to proficiency. As a general rule, adult students enrol for 15 or 21 hours of classes, 15 hours in the morning plus two afternoons a week, younger learners for 15 hours, with lessons in the morning and activities in the afternoon. Closed groups are enrolled throughout the year, most of whom in the summer integrate into multi-lingual classes, but there is some flexibility. At the time of the inspection, for example, there was a mono-lingual group of young learners who were integrated into multi-lingual classes in the morning, but

who had opted for more teaching rather than activities, and were taught as a closed group in the afternoons. Outside the June – August summer season the school this year has enrolled over 50 closed groups, varying in size from three to over 150 students. They stay for a minimum of four days to six weeks. Classes leading to the IELTS and FCE examinations are also normally offered outside the summer, primarily in the autumn for the December exam session, although one small group for IELTS was operating at the time of the inspection. One-to-one classes are available but none was running at the time of the inspection.

Introduction

At the last inspection the school was part of the GEOS network of 50 international schools throughout Europe, North America and Asia, owned by a Japanese company. In 2010 the two current directors (one of whom was the principal of LTC Eastbourne) operated a management buy-out of the three English schools in Brighton, Eastbourne and London. Since then a re-structuring has taken place at the Eastbourne school, with a view to making academic responsibilities and student support services more discrete and manageable. A new principal was appointed 18 months ago alongside a student services manager, and the previous principal became a director. A young learners (YLS) co-ordinator had also been recently appointed to support the director of studies (DOS). The current principal was about to take up another post in the autumn, and the two directors were succession planning at the time of the inspection.

The inspection took place over three days. The inspectors interviewed the two directors, the principal, the DOS, the YLS co-ordinator, the three senior teachers, the student services manager, the accommodation officer, the senior residential officer, the activity leaders, the six group leaders, the enrolment officer, the administrative assistant, the house manager and the catering manager. Two meetings were held with teachers and two meetings with students, one for the adult group and one for the younger learners. One inspector visited the residential accommodation and three homestays, and one sampled teaching resources. At the end of the inspection a round-up was given to the directors, the principal and the DOS.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: no late evening fire drill has been undertaken at peak time in the summer. The school should seek further advice from the relevant statutory/regulatory body.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Recruitment (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 Since the current directors took over the management of the school in 2010, there has been a restructuring. The result is a sound division of responsibilities between the academic area and the student services/welfare/leisure opportunities area, with the principal linking the two and functioning as an operations manager, with support from the directors.

M4 Communication is generally very good. There are both formal and informal channels between parts of the

organisation: between the directors and the other schools, between the managers and the directors, between the staff and the managers. The group leaders were particularly appreciative of the formal meetings held with the principal, and the responsiveness of the school to suggestions.

M7 Child protection training has been undertaken with all staff.

M8 New staff are given a one-to-one induction and assigned a 'buddy'. Activity staff are given a two day induction. Currently returning/continuing teaching staff are not expected to take part in an induction for the summer school. This reduces the opportunity for team-building and introducing innovations.

M10 Development issues are raised during appraisals of support staff, and staff members felt they could bring them up with the principal outside these times. Professional development for academic staff continues fortnightly throughout the pressurized summer school period. There needs to be more focused follow-up on action points identified here.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M14 The school explains to students why it is necessary to collect next of kin information, and records the relationship to the student and whether the person named has a command of English. All records were complete.

M15 There is a clear procedure on planned temporary absence and wilful absence.

M16 Conditions under which students may be asked to leave the course, and the procedure to be followed, are clear in the Student Handbook. However, not all the stages of the expulsion procedure were logged onto the management information system in individual cases.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M18 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M19 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M20 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M21 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 A detailed plan was submitted, giving clear insights into the changes that had been made in response to the points to be addressed in the last inspection report.

M18 There was lots of evidence of formal and informal review taking place within the school. Examples include the re-designing of the YL syllabus (see T13) and the introduction of the more robust Wi-Fi system in response to the comments of students and the needs of staff for more technical resources in classrooms.

M20 Staff have regular meetings where they can feed back to managers, and they are also asked to complete an end-of-contract/exit questionnaire.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M25 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M26 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M27 Level of care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M28 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M30 Teacher descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M31 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The website is regarded as the primary source of information, although there is an annual brochure.
M22 The publicity is limited to essentials, is expressed in very accessible language, with helpful layout and colour coding. A clear effort has been made to address all the Scheme criteria.
M28 The description of accommodation offered is accurate. However, it is more common practice, and better reflects the reality, to use the term 'homestay' as opposed to 'host family'.
M30 In Advisors' Notes (for agents) it states that all staff have degrees. This was not the case at the time of the inspection. This detail had been changed on the website by the end of the inspection.

Management summary

The section standard is met. The management structure is now fit for purpose, and student administration and quality assurance are of a good standard. The school's publicity is accessible and comprehensive. The management of the provision operates to the benefit of its students and in accordance with its publicity.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Heritage premises are unique for a year-round language school, and present their own issues. External areas are very attractive, and provide a tranquil environment for staff and students. Internal areas vary hugely in terms of size and decoration. There is a beautiful new stable block conversion which provides three large classrooms, and one dividable room.
R2 The building is generally in a good state of repair. Parts are shabby, but renovated areas are of a good standard. There is a regular programme of renovation; the girls' dormitories, for example, are due for refurbishment this autumn.
R3 The inspection took place in the summer. Two of the classrooms in the main house are inter-connecting and access to one is through the other. This can be both disruptive and noisy. As commented on in the *Introduction*, the younger learners in larger classes are accommodated in the smaller classrooms, which gives them very little space for kinaesthetic activities. The inspectors were told that there are plans to address this with more appropriate furniture.
R4 The dining hall is not large enough to accommodate all the students at once. At the time of the inspection, the volume of traffic was manageable with staggered breaks and use of the courtyard. A menu on the wall where students queue for the dining hall would save time when they eventually reach the servery.
R5 The building is a confusing one, but the signage is excellent, so anyone feeling lost would find a strategically placed plan to guide them. There are also adequate notice-boards in corridors and classrooms containing useful information, and the walls of the corridor leading to the dining hall are effectively brought into service for details and administration relating to the activities programme.
R6 Some teaching staff commented that the staffroom was not large enough for the number of staff using it. The inspectors were told that there are plans to refurbish the room and that there will be a new staffroom in the stable block from 2014.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Learning materials are sufficient for the numbers enrolled. However, some of the materials in use with the younger learners were not entirely appropriate, dealing with adult concerns or employing reading texts of indeterminate interest to teenagers.

R8 There is a good stock of books for teachers, published materials for both adults and young learners, flashcards, games, amalgamated published materials around particular themes, materials for learner training, and teachers' own work sheets.

R9 There is limited technology inside the classrooms, with two rooms with data projectors. The Brighton school is working on producing a Moodle site for all the centres, and at the same time one of the Eastbourne staff is working on a Wordpress platform which will be linked to the Moodle site. He has developed, among other things, areas for projects, listening to readers, and class pages linked to the CEFR. Other staff will be able to access this and develop their own areas once the Wi-Fi is fully functional.

R10 There is a modest study centre with three laptops. There is good advice on the walls for recommended websites, and colour-coded materials for examinations, vocational areas and levels. There are photocopyable materials and materials may be borrowed. One of the senior teachers staffs it for an hour on two afternoons a week. There is also a library which doubles as a classroom.

R12 The DOS, YL co-ordinator and the senior teacher in charge of the study centre seek feedback from staff and students and replenish stock.

Resources and environment summary

The provision meets the section standard. Compton Park presents an unusual language school environment. The grounds provide an excellent facility for staff and students alike for relaxation and exercise. The adult classrooms and those in the stable block in particular provide a pleasant learning environment, and learning resources for teachers and students are satisfactory. The staffroom is under considerable pressure during peak periods. However, generally the premises support and enhance the studies of students and provide a professional environment for staff.

Teaching and learning

Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	16
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	1
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	1
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	

Report expires 31 March 2018

Total	20
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These figures exclude the academic manager(s)

Comments

These figures exclude the DOS but include the YL co-ordinator.

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 checked="" 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 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"/>
T6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher did not have a Level 6 qualification but the rationale was accepted within the context of this inspection.

T2 All teachers have at least a certificate qualification.

T4 Since the last inspection a YL co-ordinator with appropriate qualifications and experience has been appointed to lead the YL teaching team. The academic management team now consists of the DOS, supported by the YL co-ordinator and two senior teachers, all of whom are appropriately qualified and experienced.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T8 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T10 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T12 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Experience, qualifications, preferences, and the need for YL/adult teachers are the variables which inform the deployment of teachers. Most work across both YLs and adults.

T8 As previously mentioned, YLs are taught in one wing of the building, adults in another. The two groups work slightly different timetables so that the YLs have more, shorter breaks. Thus there are staggered breaks and start times. Each class has one main teacher for the morning, but a second teacher teaches for one period. The role of this second teacher is not closely defined.

T10 A newly-developed topic-based programme for YLs (see T13 below) takes good account of continuous enrolment, although this has not yet been introduced. More attention could be paid to the impact of continuous enrolment on the adult courses, particularly in relation to the use of the coursebook.

T11 There is peer support, support from senior teachers, and from the academic management team.

T12 All teachers had been formally observed. More analytical observations focusing on specific teaching techniques for development, with more focused follow up, might have a greater impact on the standard of the teaching.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T17 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T18 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T13 The documentation is very clear about the principles on which the teaching is based. The YL co-ordinator has developed a new programme for YLs based on relevant and engaging topics, but its use is currently voluntary, and it did not seem to be widely employed. The adult programme is course-book based, mapped to the CEFR.

T14 Review is evident in the reworking of some of the closed group programmes, the learner training materials developed by one of the senior teachers, and the YLs new programme. Although academic programmes include work on the activity and excursion programme, these could be more closely linked.

T15 Weekly plans are available to the adults, and the YLs' classes are introduced by the objectives for the day's lessons.

T17 Although a lot of work has been put into developing materials for learner training, this did not seem to figure strongly in the weekly plans seen. The inspectors were assured that it was incorporated into the end-of-week review.

T18 Developing language skills outside the classroom is not specifically planned for in the course design. However, the homestay experience, the excursions and tours ensure that this is included informally.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T21 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T22 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T23 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T24 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T19 Placement testing ensures students are in class by 11.00am on the first Monday. The placement test results, based on grammatical knowledge, are balanced by the class teachers' focus on speaking and listening for the first day. A teachers' meeting is held on the following day to make any adjustments. Group leaders reported positively that the school had rectified the level of any students whom they judged to have been misplaced initially, without any intervention by them.

T20 Students who are enrolled for four weeks and over are required to maintain an individual learning plan which is monitored regularly by their teachers. Those sampled were useful practical documents which identified limited learning objectives and materials for achieving them.

T24 One of the senior teachers is responsible for this area.

Classroom observation record

Number of teachers seen	20
Number of observations	21
Parts of programme(s) observed	All

Comments

Fourteen adult classes were observed, including one teacher who was seen twice in order to observe an IELTS class. Seven YLs' classes were observed. Teachers were seen in either their 'main teacher' or their 'secondary teacher' role.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T27 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T28 Resource management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Feedback and correction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T31 Classroom management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T32 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T25 Most lesson plans had appropriate aims, and stages relevant to those aims, although in weaker lessons activities had been selected with no clear rationale for the choice. Most plans began by sharing objectives with the class, and included some review later in the lesson, but weaker lessons shared the *activity* with the group, but gave no justification to the students for it. Most did not plan for very varied inter-action patterns, with a preponderance of teacher to student. Weaker lessons did not plan for personalisation, which was particularly important for the YLs.

T27 In better segments teachers used nomination effectively to manage the class, but in weaker ones students' names were not used/known. Effective elicitation was seen, but in weaker segments teachers did a lot of the talking. In too many classes teachers were asking for definitions of unknown words, rather than teasing out concepts and exemplifying e.g. *What is food?* cf. *What did you have for breakfast?* There was some useful drilling of individual words, but only in a few segments was there any focus on pronunciation above the word level. Where this was done, it was done well. Very little work was seen on extending vocabulary, such as relating the noun to the verb or vice versa, or identifying irregular parts of a verb, or of actually marking word class etc. of new vocabulary on the whiteboard. Especially in YLs classes, very few milling or jigsaw activities were seen, so there was a lack of awareness of the need for changes in energy levels, and in the value of activities which involved everyone actively.

T28 We observed some use of pictures, newspapers, posters, dictionaries, the whiteboard and the coursebook. In better segments the whiteboard was used well with a vocabulary column and a clear record of the work covered. In weaker segments board work was often random and scrappy, or non-existent.

T29 Grammar knowledge was generally sound, when it was the focus of the lesson, but teachers were less adept at dealing with structural problems in output not directly related to the lesson's purpose. Word stress and class was infrequently marked on new vocabulary, and nouns were rarely recorded with articles or an indication of their countability. Intonation and stress were largely ignored, even when students were not intelligible.

T30 In better segments teachers corrected, reformulated and asked sequences of questions to elicit correct answers. They also used good prompting questions to generate answers and/or self-correction. In weaker segments little correction work was seen. Sometimes it was tentative, with focus on the student who had erred, but not sufficiently generalised to include the whole class, who would also have benefitted from greater practice. Teachers were generally positive and encouraging, and monitored well during pair work with useful one-to-one feedback, but again this was often not generalised for the group when this would have been relevant.

T31 One general weakness was over-lengthy or too sketchy setting up of activities. This either resulted in limited time for the actual activity, so students were robbed of opportunities to participate, or in a lot of repair, which was equally time-wasting. Hence potentially effective activities and procedures were too often marred by timing. Pace was often an issue, with timings not set or imposed, or, for example, races being set up without rules and not managed as races. In larger classrooms some teachers needed to pay greater attention to the layout of the furniture in relation to the activity, and to the positioning of students within the room. In better segments some useful 'stretching' activities were seen relating to grammatical review and stress and intonation.

T32 In better segments students were involved and challenged, but in weaker ones students often were not.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The majority of the segments observed were satisfactory, one was unsatisfactory and some were good. Where teaching segments were weaker it was often because of a lack of confidence with ELT techniques and a failure to adjust planning, teaching and interaction to the needs of younger learners. Some further guidance on ways of setting up activities economically, checking understanding, and eliciting extended utterances at lower levels and would be beneficial.

Teaching and learning summary

The provision meets the section standard. Qualifications of teachers and the academic management team are satisfactory. All teachers are given support to ensure their teaching meets the needs of their students, but action plans from observations need to be more rigorously followed up. Introduction of the recently redesigned young learners programme would ensure that materials used with younger learners are appropriate and motivating. Learner management is generally of a good standard. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Appropriate provision is made for students' safety and security. All students are given clear information about staying safe and adult students and under 16s are always in separate areas of the building when appropriate. Under 16s wear wristbands with the school's emergency telephone number; there is a signing in/out book for students who are 13+ and have parental consent who wish to walk into the town but they are allowed to go on their own, rather than in the safer option of pairs or threes. Activity staff patrol the boundaries of the 25-acre site when students have free time. A health and safety committee meets quarterly to review risk assessments for the school and related activities.

W2 Pastoral care is of a good standard and is tailored to the age of the students. Responsibility for adult students is in the hands of the student services manager and a student counsellor. The senior residential officer is responsible for the welfare of 16 and 17 year olds on adult courses, and two members of the activity staff are responsible for the welfare of under 16s enrolled as individuals. The principal meets group leaders regularly to check on the well-being of their students.

W4 The procedure for dealing with abusive behaviour is clearly explained in both staff and student handbooks, and is on classroom notice-boards. The student services manager is the school's child protection officer and she provides basic child protection training for all staff, including kitchen and maintenance staff.

W7 Appropriate and comprehensive information and advice is given in the student handbook in very clear and accessible language. Under 16s in groups and those who enrol as individuals have a separate information leaflet.

Accommodation profile

Number of students in each at the time of inspection (include all students)			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
Arranged by provider/agency			
Homestay	64	55	3
Private home	4	1	
Home tuition			
Residential (student houses, halls or hostels)		84	Girls' / boys' rooms visited
Hotel/guesthouse			
Independent self-catering	8		
Arranged by student/family/guardian			
<i>Students own arrangements</i>	13	1	

Comments

Most adult students live in homestays. In July and August the school also offers self-catering houses, each with four to five single rooms and shared bathroom and kitchen, for students aged 18+. Students who are 13+ can choose to share a room in a homestay. Almost all homestays are within walking distance of the school (10-30 minutes). In the

school building there is residential dormitory accommodation for under 16s, with separate boys' and girls' areas. Two rooms accommodate up to 12 students but most bedrooms have between four and six students; there are also rooms for school residential staff and group leaders.

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 checked="" 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 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	<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

W9 The homestays visited were entirely satisfactory with welcoming hosts and comfortable rooms. In the school residential accommodation the boys' rooms, recently refurbished, are also satisfactory although one room with seven beds had no hanging space provided. The girls' rooms are just adequate and are in need of renovation, which is due to start in autumn 2013. There is a coin-operated laundry room, which residential staff help students to use.

W14 Students are introduced to the accommodation officer (homestay provision) and the student services manager (residential accommodation) on their first day. There is an initial questionnaire in the first week and any issues are followed up promptly and action taken recorded.

W15 Meals in the school dining hall are satisfactory with a choice of hot dishes, including a vegetarian option, as well as salad and fruit.

Accommodation: homestay and private home

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 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W18 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W19 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W22 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W18 The information for homestay and private home providers includes guidance about the requirement to carry out a fire risk assessment. There is, however, no evidence on file that the school checks that fire risk assessments are completed.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W23 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W24 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W24 There are good numbers of trained first aiders among the residential staff, identified by their badges, and good medical support information is provided. Parents of under 16s sign medical consent forms and these are filed in the welfare office.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W25 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W26 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W27 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W28 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W30 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W27 A full and varied programme of leisure activities is provided for both adult students and for under 16s. For adult students a well-balanced programme of social, cultural and sports activities is offered including talent shows, pub nights (18+), bowling, cinema, walks and discos. For the leisure programme for under 16s see W32.

W28 Excursions to places of interest such as London and Oxford, as well as weekend trips to, for example, Edinburgh are organised via an external travel company whose representative visits the school weekly. The activity staff are very engaged in creating activities such as competitions, and encouraging all students to participate. The school has a gym and a small table-tennis room for use when the weather is bad.

W29 Activity staff are given detailed generic risk assessments for all activities at the start of the summer; these provide very sound and practical guidance. Activity-specific risk assessments are given to staff on each activity. Registers are taken for every activity and at least one member of staff on every activity is first-aid trained. All activity staff are formally observed on excursions by the student services manager to ensure all procedures are adhered to.

W30 A wide range of sports is offered including football, tennis, cricket and volleyball and tournaments are organised on a regular basis. The head of sports activities is a trained physical education teacher.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
W31 Accommodation and meals provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W33 Activities supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W34 Student rules	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W39 Residential supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W41 Contact number for provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W31 Students aged between 13 and 16 who are in homestay eat lunch in school, the price of which is included in their course fee.

W32 Students are kept fully engaged with a varied programme of leisure activities including arts and crafts, games and sports. Trips into Eastbourne include bowling and cinema visits; there is one half-day and one full-day excursion every week. After evening activities the school organises and pays for taxis to take under 16s enrolled as individuals back to their homestays.

W34 The parental consent form for parents/guardians of 16 and 17 year olds on adult courses asks parents to give permission for the students to study in adult classes, to travel independently from their homestay to school and to take part (or not) in the adult leisure programme activities off-site. However, it does not express explicitly the fact that the school does not supervise 16 and 17 year olds on adult courses outside classes and scheduled activities. Appropriate curfews are in place for all under 18s in homestays.

W39 The provision for students' health is good. There are residential staff with first-aid training on duty in the residential accommodation and, in the summer months, a nurse visits the school for two hours twice a week. In the residential accommodation, group leaders have rooms close to their students, and the rooms of school residential staff are close by.

Welfare and student services summary

Provision meets the section standard and exceeds it in some respects. Students' needs for security, pastoral care and leisure opportunities are met. Overall the accommodation provided is satisfactory, although the girls' residential accommodation is in need of the upcoming renovation. Strengths were noted in care of students and leisure opportunities.
