

Organisation name	Olivet School of English, Brighton
Inspection date	11–12 April 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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 with a spot check within six months focusing on points to be addressed and weaknesses in staff management, quality assurance, and accommodation. An action plan must be submitted within three months.

### Summary statement

The British Council inspected and accredited Olivet English Language School in April 2017. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+) and for closed groups of adults (16+).

The inspection report noted a need for improvement in the areas of staff management, quality assurance and accommodation.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1998
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1977
Ownership	Name of company: Olivet English Language School Ltd. Company number: 08048294
Other accreditation/inspection	N/a

### Premises profile

Address of main site	50– 52 Norfolk Square Brighton BN1 2PA
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school is close to Brighton city centre. It occupies three 1830s connected buildings (numbers 50, 51, 53) on three floors with access doors on different levels between the buildings. The three buildings have separate flights of stairs and fire escape routes and exits. The ground floor entrance to the school is on a side street, and the reception/accommodation office, which is on the ground floor, is located at the bottom of the stairs leading to the upper floors. There is one office on the first floor. Classrooms are spread across the three buildings with two on the first floor, three on the second and five on the third. A small room on the second floor is available for one-to-one tuition. There are two rooms for students, and a staffroom on the second floor.</p> <p>Each building is rented on a separate ten-year renewable lease.</p>

### Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	43	120
Full-time ELT (15+ hours per week) aged 16–17 years	2	40
Full-time ELT (15+ hours per week) aged under 16	0	10
Part-time ELT aged 18 years and over	2	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>47</b>	<b>170</b>
<b>Advertised</b> minimum age	16+	16+

<b>Actual</b> minimum age	16+	16+
<b>Advertised</b> maximum age	N/a	N/a
<b>Actual</b> maximum age	N/a	N/a
Typical age range	21– 27	18–30
Typical length of stay	5–12 weeks	5 weeks
Predominant nationalities	Swiss, Italian	Swiss, Italian
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	8	20

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	9
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT 10 - 19 hours a week	2	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
<b>Total</b>	1

#### Comments

The DoS does not have a scheduled teaching commitment. He is available for cover and one-to-one general English or English for specific purposes (ESP) courses.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
<b>Total</b>	6

#### Comments

None.

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

Students aged 16 and 17 are enrolled on adult general English courses. One-to-one courses are run and some of these cater for students who want an ESP course.

## Accommodation profile

### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	30	2
Private home	0	0
Home tuition	0	0
Residential	7	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	8	0
<b>Overall totals adults/under 18s</b>	45	2
<b>Overall total adults + under 18s</b>	47	

## Introduction

Olivet English Language School is a Christian school. Staff are Christians, but students of all faiths or none can enrol.

There have been no management staff changes since the last inspection, but from the beginning of 2017 the DoS has had a significantly reduced teaching timetable.

The inspection took place over a day and a half. Inspectors had meetings with the principal/owner, the director of studies (DoS) and the registrar/accommodation officer. Focus group meetings were held with students and with teachers. All teachers were observed once. One inspector visited two homestays and a student house/residence.

## 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 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 checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M2 The roles and responsibilities of the three members of the management/administrative team are clear and understood by all staff. However, the job title of the registrar/accommodation officer does not make it clear that she has responsibility for student welfare. Cover arrangements are satisfactory and are included in job descriptions.

M3 The job description for teachers clearly outlines their responsibilities, but this is not the case with the management staff. The principal/owner, who is involved in the day-to-day running of the school and is responsible for all administrative and financial matters, does not have a job description. The principal's role as DSL is not included in a job description. The registrar/accommodation officer clearly deals with student welfare, but this is not mentioned in her job description. Soon after the inspection her job description was updated and now includes her welfare responsibilities.

M4 The school is quite small, therefore the informal channels of communication work very effectively. Teachers' meetings are held and minutes are taken. Teachers said that they were well informed and appreciated the fact that members of the management team were always ready to listen to any ideas or concerns that they had.

M5 The recruitment policy is clear and teachers understand the terms of employment, which are included in the staff handbook. The principal uses an external human resources company to ensure that policies are up to date and comply with the law.

M6 Staff files contain verified copies of certificates. Although the recruitment policy includes the need for references, three files lacked references for teachers who had been appointed since the last inspection.

M7 The induction procedures are thorough and practical.

M8 All staff have a line manager, but an appraisal/personal performance review has not taken place for at least two years and teachers have not had formal observations by the DoS. A systematic approach to appraisal and observation has been developed and will be implemented in the next few months. Student feedback gives some indication of performance. In the case of unsatisfactory performance staff are initially well supported before any disciplinary action is taken.

M9 All staff have opportunities for continuing professional development (CPD). Any staff member who wishes to improve their qualifications is supported. Teachers who want to follow a diploma-level course are supported financially and teaching timetables are adjusted to facilitate their attendance.

### 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 type="checkbox"/>	

M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M10 The registrar/accommodation officer works in the office four days a week and has been covered by the principal/owner on the day she has not been working. During the week of the inspection an administrative assistant was appointed and will be trained up to provide this cover and also to support the registrar/accommodation officer during the peak months of July and August. This staffing arrangement is satisfactory and the volume of work can be handled well.

M13 Students' local contact details and information about their next of kin are kept on a cloud-based database which can be accessed remotely by key staff.

M14 An absence policy is in operation and the rules are enforced. Full details are included in the student handbook. There is a follow-up procedure after absences of two days. Class registers are kept for every session and also include an indication of students who arrive late. Persistent lateness is noted and students are reminded of the school policy.

M15 The conditions under which a student may be asked to leave the course are not made known to students or staff.

#### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

M16 An action plan was not submitted for this inspection. Action taken with regard to the points to be addressed within six months was sent to the Accreditation Unit and accepted, but there was no written plan for the remaining 21 points. During the inspection an action plan was drawn up and the majority of points have been addressed. Points not addressed were: references are not consistently taken up, very little formal observation had been carried out by the DoS, homestay providers are not informed of their legal requirements for fire risk assessments and safer recruitment requirements are not followed. (previously M6 now C4)

M17 The principal/owner regularly reviews systems, processes and practices and there has been investment in very efficient Wi-Fi throughout the building, educational technology, a cloud-based database and expansion of the premises.

M18 Although all staff are always available and happy to listen to informal feedback from students, the approach to obtaining student feedback is not systematic. Initial feedback is not pro-actively sought, end-of-course feedback is not collated, and there is no record of action taken in response to feedback.

M19 Staff feedback can be given at meetings and the principal and DoS are in constant contact with the staff, who appreciate their availability. Appropriate action is taken and recorded in staff meeting minutes.

M20 There is a complaints procedure in the student handbook. No complaints have been made over the last 12 months.

#### 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M27 Leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

Publicity material consists of a printed brochure with a prices insert and the school website. The information available on the website is comprehensive and the printed brochure gives details of the internet address.

M21 Both printed and on-line publicity material is clearly expressed and accessible to potential students. The web pages are easily accessed and user friendly.

M22 Publicity material gives a realistic representation of the school and its facilities.

M23 The downloadable student handbook gives an accurate and realistic description of levels and an indication of the length of study needed to progress to the next level. Although general educational aims and principles are described, there is not enough detail with regard to course objectives and learner outcomes for each course. Very soon after the inspection, this information was added to the website.

M26 Useful information about accommodation is given on the website.

M29 The correct Accreditation Scheme marque is used in places, but in some instances needs updating to include 'for the teaching of English in the UK'.

#### Management summary

The provision just meets the section standard. The management structure is clear, with effective lines of communication, both formal and informal, but there are areas of staff management which need attention: some job descriptions are not up to date, references are not on file for all staff and procedures for monitoring and appraising staff have not been carried out recently. Soon after the inspection job descriptions were updated. The administrative staff are sensitive and efficient. An action plan was not submitted at the start of the inspection, but one was produced during the inspection. Although all staff are available and happy to listen to informal feedback from students, the approach is not systematic and there are no records of action taken in response to feedback. Publicity material is accessible and accurate. There is a need for improvement in *Staff management* and *Quality assurance*.

#### 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 areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 The premises have recently been extended with two additional rooms on the first floor of building number 50. The premises provide a very comfortable environment. There are more than enough rooms for the number of students and staff and will be sufficient for the increased numbers during the summer peak period.

R2 There is a rolling programme of refurbishment. All the classrooms have been decorated to a very high standard. Some stairwells are still in need of repair and re-decoration.

R3 There are nine large classrooms, which can easily accommodate the maximum class size of 14, and one smaller room for one-to-one or small group tuition. The rooms are light and airy, with no extraneous noise. The furniture can be moved easily providing flexibility of layout for a range of interactive tasks.

R4 Students benefit from several areas in the school for relaxation, group activities and doing homework, The student room has a TV with internet access, and DVDs are available for groups to watch. The homework room is not only a space for doing homework, but also contains board games, books and a DVD player. There is one other room for student use on the top floor. In the student kitchen there is a vending machine for hot drinks and a microwave and fridge. There are several cafés and restaurants in the area offering food at reasonable prices.

R5 The layout of the building can be confusing, but the new signage has made it much easier for students to find their way around. The displays of information are very attractive and informative, and the clip display frames make it easy to keep information up to date.

R6 The staffroom provides sufficient space for staff to prepare and relax and there are three laptops, two desktop

computers, a photocopier and a printer in the room. Teaching resources are also kept in the staffroom. As teachers are allocated a classroom for each term, they can use it to store teaching materials and prepare lessons in a quiet environment.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

R7 All students buy a course book for the morning general English classes. Other materials are available for students, as well as a selection of readers and EFL books in the homework room. There are dictionaries in most classrooms and teachers use supplementary materials from other course books and materials for examination practice and skills practice. Teachers also produce their own materials for students.

R8 Teachers have access to all the learning materials for students. These are kept in the staffroom and are very well maintained and organised. A photocopier and printer are available for teachers' use in the staff room.

R9 Wi-Fi is available to students and staff throughout the school. The large classrooms have smart TVs with built-in internet connectivity and good-sized screens. One smaller room has a PC connected to the TV. Interactive whiteboard software, which has been installed on two laptops, can be projected onto the TV screens. Staff have recently had training in the use of updated technology. The principal and the DoS provide adequate day-to-day technical support.

R12 The DoS is responsible for reviewing resources in consultation with the teachers and the principal/owner controls the budget. Teachers reported that any reasonable requests for new resources are usually agreed. The most recent development is the educational technology in classrooms.

### Resources and environment summary

The provision meets the section standard. The premises and facilities are of a good standard and provide a professional and comfortable environment for staff and students. There are sufficient resources for students and teachers; these are appropriate for the courses run and the stock is regularly reviewed and updated. The updated educational technology in the classrooms enhances the students' learning. Staff have been trained to use the new technology and adequate technical support is provided.

### 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 One teacher does not have a level 6 qualification. A rationale was submitted and accepted in the context of this inspection. The reasons for accepting this rationale were: the teacher has a certificate-level TEFL qualification, has been supported by the DoS through observations and personal mentoring and she intends to take a diploma-level course once she has completed two years' EFL teaching. The school will support her both financially and academically.

T4 The academic manager has a diploma-level qualification, a post-compulsory certificate in education, substantial



full-time relevant teaching experience, and several years' experience in an academic management role.

### 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 type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T8 The DoS, and the registrar/accommodation officer, who has a certificate-level qualification, are available for cover. There is also a bank of cover teachers, who have previously been interviewed and observed teaching.

T9 At induction new students are told that they should speak to the teacher about the coursebook and ask what they have missed. The teacher gives them an informal tutorial and they are then given extra homework so that they can catch up academically.

T10 External CPD is provided by the Sussex directors of studies association (DoSA), which regularly organises teacher development sessions. These are advertised on the staffroom noticeboard and teachers reported that they had found the training very useful. The DoS supports teachers with individual mentoring on an area of their choice, for example, use of the interactive whiteboard software and pronunciation teaching. Teachers are given a schedule for self-observation where they are encouraged to adopt a reflective, self-diagnostic approach to their teaching with the aim of assessing and developing their teaching skills. A template with a list of teaching competencies is used as a framework. Peer observation has not taken place recently, but a timetable for this has been drawn up. The DoS is always available for day-to-day support.

T11 Due to his teaching commitments, the DoS has not had sufficient time for regular monitoring observations over the last two years. However, his teaching hours have been significantly reduced and formal observations will begin at the end of April.

### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 General English morning classes are based on carefully selected coursebooks. The Common European Framework of Reference (CEFR) provides a framework for the syllabuses which teachers refer to when they feel the coursebook is lacking in a particular area. Teachers are encouraged to supplement the coursebook whenever they feel that this would enhance the students' learning. Afternoon general English courses do not follow a coursebook; the focus is on listening and speaking, and teachers choose materials which meet the needs and interests of their students. Examination preparation courses follow an appropriate coursebook.

T13 The review of course design and coursebooks takes place during teachers' meetings. A recent change as a result of student feedback has been the focus on listening and speaking in the afternoon lessons. A new in-house carefully staged placement test has been developed.

T16 Students are encouraged to take part in local activities and attend weekly events for students at an international café in Brighton. However, participation is left to individual student preferences and initiative and is not inherently part of the formal learning programme.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T17 A new comprehensive placement test has been devised and it has resulted in more accurate placing of students.

T18 On their first day students receive a record of assessment booklet, the first part of which is the placement test. At the end of the booklet is space to record students' progress and assessment levels during the course.

T19 Guidance is given to students on selecting an appropriate examination, based on initial assessment and subsequent progress in class. Before submitting their entry form, students take a mock examination and their teacher has to endorse their entry.

T21 All students receive an attendance certificate with an indication of the CEFR level. On request students are given a more detailed academic report.

T22 Giving advice to students wishing to enter mainstream UK education is a specific part of the DoS's job description.

## Classroom observation record

Number of teachers seen	6
Number of observations	6
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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Most teachers presented accurate oral and written models of the language showing a sound knowledge of grammar, lexis and the phonological system. Explanations were clear and in the stronger segments attention was paid to pronunciation, in particular sentence-stress and weak forms. Occasionally, unnatural language with no word linking or contractions was used.

T24 Class profiles helped teachers plan lessons appropriate to the needs and interests of the students. All lessons were planned with care and course objectives were taken into account.

T25 The lesson plans focused on clearly identified learning outcomes, which teachers shared with the students. The lessons showed thematic coherence and clear progression from easier to more complex tasks based on the lesson topic. Useful supplementary materials were used to support the coursebook.

T26 Techniques used were appropriate. Nomination was generally well used and there was effective elicitation of ideas and language. Pronunciation was taught well in some lesson segments, with sufficient individual and choral practice. Listening and reading tasks were managed well on the whole, but in some cases new vocabulary was not presented effectively and comprehension questions were not used to focus on students' understanding.

T27 Generally teachers managed the classroom environment competently. Handouts and worksheets, some of which were teacher prepared, contained relevant activities and tasks. Information on the whiteboards was well organised and presented clearly in most lesson segments.

T28 Teachers monitored students' language during pair and group work. Error correction was often dealt with effectively, but on occasions opportunities for correction were missed.

T29 Teachers included freer practice activities in their lessons to see how well the students could use the new language.

T30 Lessons were conducted at an appropriate pace. Students were fully engaged, participating enthusiastically in all activities. There was a positive learning atmosphere in all lessons and a good rapport between students and teachers. Language was carefully adapted to meet the requirements of students at all levels. The inspectors received positive feedback from the students about their teachers and their lessons.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a satisfactory standard overall, ranging from satisfactory to very good. Teachers showed a sound knowledge of the systems of English. Lessons were well planned and teachers managed their classes and the resources well. A range of useful techniques was seen and good use was made of elicitation and nomination, and pronunciation was often taught effectively. However, there were some missed opportunities for error correction and vocabulary teaching was not always effective. Teachers adapted their language to the level of their students and there was a positive learning atmosphere in all lesson segments.

### Teaching and learning summary

The provision meets the section standard. Teachers and the DoS have appropriate qualifications and academic management is effective. Teachers are well supported, but formal lesson observations have not taken place recently. Overall programmes of learning are well managed to the benefit of students. 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 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 type="checkbox"/>	<input type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	

### Comments

W1 Premises risk assessments are in place. Fire safety procedures are satisfactory and PAT testing of electrical equipment is carried out. The premises have three clearly signed fire exits, and fire-fighting equipment is checked and serviced annually. There is one entrance to the premises and access for students and staff is by means of fingerprint recognition or a key card. Guidance on what to do in an emergency is included in the student handbook.

W3 Guidance about who to contact for help with personal problems is provided at induction and is included in the student handbook.

W4 The school has a written policy on abusive behaviour. This is included in the student handbook, which is available online and is given in booklet form to all students at induction. Staff also each have a copy. The principal is the designated safeguarding lead and is developing an appropriate Prevent strategy.

W5 The school has an emergency contact number available on a 24-hour basis, but the number is only given to students under 18. The school is aware of the need to make this information available to all students.

W7 Relevant and useful information and advice on different aspects of living in the UK and locally is provided, partly

through the student handbook, partly at induction and partly informally on a personal basis. As a result, the information is somewhat dispersed and would benefit from being assembled coherently in a single location. Information on local places of worship only features Christian churches, and other religions are not included. W8 Outline information on eligibility for NHS treatment is included in the student handbook.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school uses homestay accommodation and has its own student house situated about five minutes' walk from the school. The house is on two floors and comprises a small lounge, a kitchen, a bathroom, three single bedrooms (one en-suite) and three twin bedrooms (all en-suite). A maximum of nine students can be accommodated and all must be adults. Many of the homestay providers have been with the school for a considerable time and most are located in residential areas of Hove.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 Accommodation provided by the school and by homestay providers is of good quality. Students spoke positively about their accommodation and their relationship with their hosts.

W11 There is no regular check to ensure that fire risk assessments have been completed and no guidance on this has been given to homestay providers. The homestay hosts visited were not aware of their legal responsibilities in this matter.

W12 Accommodation registers are kept up to date and Gas Safe certificates are checked.

W13 The time taken to travel from the accommodation to the school is not given. Apart from this, confirmation of accommodation provides good information for students, including a well-designed host profile for students going into homestay accommodation.

W14 Students are clear about who to contact about any accommodation problems, and two students who had had problems reported that they had been resolved quickly and effectively. However, there is no system for systematically obtaining feedback from students at an early stage. The school relies on informal ad hoc contact with individual students and no written records are kept.

#### 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 type="checkbox"/>	<input 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 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

None.

**Accommodation: residential**

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Communal areas in the student house are cleaned by the school on a weekly basis; residents are responsible for cleaning their own rooms. Cleaning materials and equipment are provided.

**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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

W24 Information and advice on independent accommodation is given on an ad hoc basis in response to individual enquiries and requests from students. This information is rarely required and the school has not produced any written details.

**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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

W26 The school has contacts with a number of churches throughout the city and facilitates participation in church activities by any students who opt for it. Students can book excursions with commercial providers through the school. In a communal area, there is a display of leaflets and brochures featuring local attractions. Staff are ready to give advice on taking part in local events, but these are not publicised on a notice board.

W27 The school does not advertise or provide a leisure programme.

**Welfare and student services summary**

The provision meets the section standard. The needs of students for security, pastoral care and information are met; the accommodation provided is of a suitable standard and systems are effectively managed. However early student feedback on their accommodation is not systematically obtained and recorded and fire risk assessments in homestays are not checked. Adult students do not receive a 24-hour emergency telephone number. There is a need for improvement in *Accommodation*.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

At the time of the inspection there were two students under 18 enrolled. At peak the number can rise to 40, comprising in part groups of students with group leaders. The school does not accept any students under 16.

C1 A safeguarding policy is in place and is available on the school's website. The principal is the designated safeguarding lead (DSL) and has training to specialist level.

C2 The policy is publically accessible through the school's website. All staff complete basic awareness safeguarding training. The safeguarding policy is sent to all homestay providers hosting under 18s and training is provided.

C3 Publicity material clearly states the level of care and supervision given to under 18s and has a dedicated section referring to this on the website. It is made clear that the school is an adult environment and that 16 and 17 year-old students will not be permanently supervised throughout their stay. Parents are required to complete and sign a consent form acknowledging this.

C4 Safer recruitment practice is not fully implemented. In staff files there is no record of references being taken up and not all staff have completed suitability (DBS) checks. References are not sought for homestay hosts and DBS checks are only required for the main carer. DBS checks obtained by other organisations are accepted. Proof of identity is not always requested of staff.

C6 All students aged 16 or 17 must stay in homestay accommodation unless accompanied by a parent or other responsible adult. They are required to return to their homestay in the evening by a stipulated time which has been agreed by their parent and is included in the consent form, and must inform their host of their whereabouts when out in the evening.

C8 The school has details of parents' emergency contact details on record but does not provide parents with the school's 24-hour emergency number. It does, however provide the contact details of homestay hosts.

#### Care of under 18s summary

The provision just meets the section standard. There is appropriate provision for the safeguarding of students under 18 within the school and in accommodation provided. However, safer recruitment standards are not fully complied with, and parents are not given the school's emergency contact number.