

Organisation name	Sprachcaffe Languages Plus Brighton
Inspection date	1–2 November 2017

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

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

Recommendation

We recommend accreditation with a spot check in the first 12 months.

Summary statement

The British Council inspected and accredited Sprachcaffe Language Plus Brighton, Queen's Road in November 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 for details).

This private language school offers courses in general English for adults (18+).

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

Organisation profile

Inspection history	Dates/details
First inspection	1997
Last full inspection	July 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	Edwards Language School in London.
Other related non-accredited schools/centres/affiliates	Two centres in Brighton: Holland Road (year round) and Varley Road (summer only); summer courses in Weymouth, Eastbourne, Bournemouth, and London Bushey. English language schools in USA, Canada and Malta. Foreign language schools in Canada, France, Morocco, Spain, Cuba, Germany, Italy, and China.

Private sector

Date of foundation	1978
Ownership	Languages Plus Limited (Single owner) Company number:02614504
Other accreditation/inspection	N/a

Premises profile

Address of main site	20 Queens Road, Brighton BN1 3XA
Details of any additional sites in use at the time of the inspection	None by the 18+ adult school. Holland Road Brighton for the under-18 unaccredited provision – three classrooms currently in use.
Details of any additional sites not in use at the time of the inspection	None
Profile of sites visited	The Queens Road site is on the main street leading to the station, which is five minutes' walk away. It comprises four floors including a basement, where there is one classroom and another room in the process of being converted into a study area. There are five other classrooms, two each on the top two floors and one on the ground floor. A teachers' room and an office are close to the reception area on the ground floor, and there is a student lounge and kitchen on the first floor.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	23	78
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	23	79
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a

Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: actual minimum age	18+	18+
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	German	German
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

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	10
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	2	

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)	1
Total	2
Comments	

Academic managers were not scheduled to teach on the days of inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	2
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)	1
Total	5

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 checked="" 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

The school runs general English courses for adults (18+). In addition to students being taught in groups, there were two one-to-one students at the time of the inspection.

Accommodation profile**Number of students in each at the time of inspection (all students on eligible courses)**

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	6	0
Private home	0	0
Home tuition	0	0
Residential	2	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	5	0
Arranged by student/family/guardian		0
Staying with own family	3	0
Staying in privately rented rooms/flats	7	0
Overall totals adults/under 18s	23	0
Overall total adults + under 18s	23	

Introduction

Sprachcaffe Languages Plus Brighton (SLPB) is part of Sprachcaffe International, a global organisation based in Frankfurt with a main booking office in Malta. The organisation offers language courses and adventure holidays.

Until July 2017 the Queens Road school (QR) was accredited together with Sprachcaffe summer and junior centres in Brighton and accepted students aged between 16 and 17. From the beginning of September 2017 QR no longer accepted students under 18 and has applied for separate accreditation for its adult general English provision.

The company also owns a hotel in Brighton which houses the UK central management team.

A number of positions have recently been created: a safeguarding and human resources manager (SHR); a second assistant director of studies (ADoS)/deputy safeguarding lead (DSL) (not yet appointed); a summer transfers co-ordinator (not yet appointed) and extra administrative support for the QR reception. In addition a number of recent appointments have been made to existing posts, including a new homestay and transfers co-ordinator (HTC) and a hotel manager (HM). The general manager (GM) and director of studies (DoS) retain responsibility for other non-accredited Sprachcaffe summer courses on the south coast.

The inspection lasted for one full day and one half day for both inspectors, and an evening for one inspector. Interviews were held with the UK GM, DoS, ADoS, SHR, HTC, HM, and an accounts and payroll officer. All teachers timetabled during the inspection were observed. Focus group meetings were held with both students and teachers, and one inspector visited a homestay, a student apartment and the Sprachcaffe hotel.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 New positions have recently been created to help ease pressures during the summer months when QR managers have responsibility for all south coast operations. Organograms make clear the responsibility that QR staff have for offsite courses and the stand-alone 18+ adult provision at QR. Staff interviewed, including teachers, were clear about their roles. Cover arrangements are satisfactory.

M4 Lines of communication with head office in Frankfurt and the sales office in Malta are satisfactory; as a result of discussions with the GM the school is able to directly manage the Brighton website and changes to the central website can be made quickly. There is a range of frequent and regular internal meetings, which are minuted, and staff interviewed felt well informed.

M8 Although an appraisal procedure is due to be implemented after the inspection, no appraisals had so far been carried out. Teachers' performance is monitored by means of regular observations.

M9 There is a satisfactory system of professional development for academic staff, with a series of in-house sessions and opportunities to attend external events, including webinars. Training is provided as required for managers and administrators.

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 type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Staffing and resourcing was sufficient for on-site needs. Most of the booking and enrolment is done overseas, although there is some direct booking and there are a few walk-in students in Brighton, who are administered by a member of the accounts staff based in a separate building. The DoS and ADos are located in the reception area and, supported by seasonal administration staff, provide helpful and courteous advice to students when required. M13 Personal details are kept up to date. Emergency contact information is collected on arrival and emailed to key staff ensuring it is accessible out of hours if required.

Quality assurance

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

Comments

M17 The action plan is regarded as a live document with items added, amended or deleted as appropriate. The school recently conducted a self-assessment against the Scheme criteria. There was evidence that the whole management team takes the review process seriously and ensures that all aspects of school life, academic and non-academic, are included.

M19 Staff give feedback at meetings and summer staff complete exit questionnaires. Action taken in response to feedback is recorded.

Publicity

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

Comments

Publicity for the QR school is available on two websites and the company adult brochure, which can be downloaded. The main company website, managed by head office in Frankfurt, is available in several languages. The adult brochure is also available in three foreign language versions, and the Brighton website, managed partly by Brighton, is also available in Polish. The school has its own social media presence, mainly curated by head office. M21 This criterion is met. However, there are examples of complex English above the level of an intermediate student.

M22 The adult brochure is mainly clear and accurate, and makes effective use of tables and bullet points. However, there is little information about the school premises and its exact location, and none about the leisure programme. On the websites the identity of the QR school as an adult centre is not made sufficiently clear. There is considerable blurring between the Brighton locations and contradictory statements, for example on minimum age and group size.

For internal reasons, on one website HR is referred to as the main UK premises, on another QR is referred to as the main UK premises. There are also several examples of misleading statements, such as Brighton is a '45-minute drive from London'. Most of the points about the website were addressed by the end of the inspection, though information is still lacking about the resources available in the adult school, and there are still contradictory statements on the company website (e.g. distance from London).

M24 On one website the minimum enrolment age is given as 16, on another as 18. Class size is variously described as 12 or 18. The points about the website were mainly addressed by the end of the inspection, though total number of taught hours per week is not consistently presented across both websites.

M25 This criterion is met overall, though costs relating to excursions organised by a specialist tour company are not indicated.

Management summary

The provision meets the section standard. Staff management is appropriate and student administration is carried out to the benefit of the students. Quality assurance procedures are satisfactory. Publicity was confusing and contradictory in places, though some improvements were made before the end of the inspection.

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R2 The premises are kept in a reasonable state of cleanliness and decoration.

R3 Two of the classrooms were just adequate in size for the number of students at the time of the inspection.

R4 There is a spacious lounge for relaxation and the consumption of food, which doubles as a small-group work space during class time. Free tea and coffee is available for students in the kitchen. There are numerous food outlets close to the school.

R6 The staffroom is small but just adequate for the number of teachers at the time of the inspection. The student lounge is used for training and meetings.

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 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 type="checkbox"/>	

Comments

R7 Students buy or rent an appropriate book from the school, and in classes observed, all students had coursebooks. Supplementary materials are available.

R8 There is a satisfactory range of resources for teachers, including facilities for the production and reproduction of materials. Resources are stored in the staffroom, and are organised by type and level. There is also a computer-based bank of materials available for teachers.

Resources and environment summary

The provision meets the section standard. The classrooms and other areas in the school are in reasonable condition and resources are sufficient in range and number for both students and teachers.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Two teachers do not have a Level 6 qualification. The rationales were accepted within the context of this inspection. One teacher is currently following a degree-level course; the other teacher followed a degree-level course but did not complete it, and has had several years' teaching experience overseas.

T2 One teacher has an initial ELT/ESOL qualification that does not meet Scheme requirements.

T3 The rationale was accepted within the context of this inspection because of the teacher's extensive experience both before joining the school and at the school, because of the training he has received at the school and because of the support provided to him by the academic management team.

T4 The academic management team comprises one TEFLQ manager (the DoS) and one manager who is TEFLI and who has completed two thirds of a course that leads to TEFLQ status (the ADoS).

T5 The rationale for the TEFLI-qualified academic manager was accepted. The ADoS is currently studying for the final module of her diploma-level course and is ably supported by the DoS.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 Cover is provided by academic managers, current teachers working part-time, and a pool of supply teachers.

T9 There is advice on handling continuous enrolment in the teachers' handbook. A very effective system for easing new students into existing classes includes a weekly series of welfare lessons on the morning that new students are introduced to the class. These lessons have a dual purpose: to cover important aspects of welfare and to allow the class and teacher to get to know new students. Long-stay students receive tutorials, and there are free afternoon 'boot camps' with a teacher on, for example, grammar, vocabulary and speaking skills, to provide additional catch-up support.

T10 There are formal continuing professional development (CPD) sessions every month outside the summer and teachers are paid for attending. Development plans for teachers linked to observations were introduced in April.

T11 Teachers were appreciative of the feedback they received after being observed. They receive a full formal observation every three months, and drop-in observations more regularly. Peer observation is also offered and cover is provided by the ADoS. New feedback forms are being developed.

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 checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 Syllabus outlines provide pathways through the coursebooks and give suggestions for supplementary materials.

T13 Teachers give feedback on materials at teachers' meetings which help inform management decisions about changes to coursebooks. A new course series was introduced at the beginning of the year.

T14 Forward planners giving information about the week's work are put on the noticeboard no later than Tuesday morning.

T15 There is insufficient guidance in the teachers' handbook and in the syllabus outlines in relation to study and learning strategies. The lesson plan has a section allocated to learning strategies and the topic has been discussed with teachers but several of those plans seen during the inspection indicated that more support is needed.

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

Comments

T17 Most students complete an online placement test prior to their arrival. The school has its own written test for students who have not done the online test, and an oral assessment is conducted upon arrival.

T18 Students have weekly tests based on the coursebook. Longer-stay students have four-weekly tutorials with either the DoS or the class teacher.

T19 Advice on examinations is given at induction and by the ADoS, if necessary.

T21 Students receive academic reports from teachers. They are detailed and professionally presented.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Morning general English classes

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 checked="" 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 checked="" 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 Good knowledge of linguistic systems was demonstrated in all lesson segments observed. Teachers used the phonemic script confidently, and models presented on the board included helpful information such as stress marking and spelling.

T24 Student profiles varied in terms of detail and in-depth awareness of individual needs. One-to-one lessons were mainly sensitive to the student's strengths and weaknesses. Content was mainly appropriate in all lesson segments observed and the timing of activities was good.

T25 Lesson aims and intended learning outcomes were shared with the learners. Activities were coherently sequenced and staging and pacing were good. Higher level lessons were appropriately challenging.

T26 There was a reasonable range of techniques used. Elicitation and nomination were good and understanding was checked regularly. However, most interactions passed through the teacher and there were missed opportunities for more student interaction.

T27 The use of resources such as coursebook materials was mainly well managed. Classroom arrangements were mainly static and in some lessons boardwork was weak with poor zoning of information.

T28 Student language was monitored and there was some teacher correction and teacher-directed self-correction. However, the range of correction techniques was limited. Little corrected written work was in evidence.

T29 In some classes there was reference to work covered in a previous lesson and concept checking was good.

T30 In all classes there was a purposeful atmosphere and students were fully engaged in the lessons. Activities were often personalised, teacher language was well graded to the level of the students, and instructions were clear.

Classroom observation summary

The teaching observed met the requirements of the Scheme and much of the teaching was good. Knowledge of the linguistic systems of English was sound, lesson content was appropriate, lesson aims were shared with the students and activities were sequenced coherently. Techniques and resource management were mainly good, though most interactions passed through the teacher. Many teachers personalised their activities and there was a positive learning atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard. Teachers are appropriately qualified and experienced to teach the courses offered, and are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are well designed and managed. 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 All significant risks are addressed in the building and fire risk assessments. Full fire evacuations are carried out every week. The fire alarm system is usually tested every week, but at the time of the inspection this had not been carried out for three weeks. Visitors sign in at reception. There are three staff members who have completed an

emergency first aid at work course. If the reception is left unstaffed the front door is locked.

W2 Students are made aware at induction that pastoral care is available, and are introduced to the staff. There is a pastoral tutorial at the beginning of a student's course. A room can be made available for religious observance.

W3 The DoS and the ADoS are the nominated welfare people. Their photographs are displayed in reception.

W4 The school's policies on bullying and harassment are written in language that is accessible to students. The school is addressing its responsibilities under the Prevent strategy, which is made known to students.

W6 Information on travel including costs from Gatwick and Heathrow airports to Brighton is included in the pre-departure information sent to students.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students can be accommodated in homestay, the school's own hotel, or a self-catering apartment. The self-catering apartment consists of five bedrooms, three doubles and two singles, and a shared kitchen and living space. Two of the double rooms and one of the singles are ensuite, the other two bedrooms share a bathroom.

At the time of the inspection six students were in homestay, two were in the school's own hotel and five were in a shared self-catering apartment. The remaining students were in private accommodation. One inspector visited the self-catering apartment, the hotel and one homestay.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input 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 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 type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The apartment provides adequate accommodation, though the entrance to the building and the apartment are in need of decoration. The hotel provides students with a good standard of accommodation in double, triple and quadruple ensuite rooms. There is a restaurant on site. The homestay visited was also of an appropriate standard.

W11 Visits have been carried out every two years. The recently appointed homestay co-ordinator is currently re-visiting all the homestays.

W12 The accommodation registers sampled were up to date. However, one of the homestays where a student was accommodated did not have an up-to-date Gas Safe certificate.

W13 Accommodation information is sent from head office. This information does not always include the approximate time of travel between the accommodation and the school. The cost of a weekly bus pass is included in the pre-departure pack sent to students.

W14 The homestay manager and the hotel manager are identified as the persons students should see if they have any problems with accommodation. Students complete an accommodation evaluation in the first week. Records were seen of action taken in response to any issues raised in the evaluation.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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

W17 The rules, terms and conditions are clearly laid out in the homestay handbook.
W18 Students can book shared accommodation.

Accommodation: residential

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

Comments

None.

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 type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

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

Comments

W26 The school provides students with information on events in Brighton in the welcome pack, at induction and on a noticeboard. The staff are available to provide advice and assistance in booking travel.
W27 At the time of the inspection, weekend trips were organised by an outside travel agency. The school suggested daily activities that students could do in Brighton, but these are not organised by the school.

Welfare and student services summary

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