

Organisation name	Sprachcaffe Languages Plus Brighton – Junior Provision (Holland Road)
Inspection date	27–28 March 2018 and 31 July 2018

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

Recommendation
We recommend accreditation with a spot check in the first 18 months. However, evidence must be submitted within six months to demonstrate that weaknesses in publicity and W2 have been addressed.

Summary statement

The British Council inspected and accredited Sprachcaffe Languages Plus Brighton – Junior Provision (Holland Road) in March and July 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for under 18s.

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

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

Introduction

Languages Plus (formerly known as the Brighton Language Centre) has been operating language courses in Brighton since 1978. In November 1995, the school became affiliated to Sprachcaffe Languages Plus, a worldwide provider of language courses. Sales and marketing services are provided in Frankfurt, and senior management and group IT services are based in Malta. The first inspection of the Brighton school took place in 1997.

Sprachcaffe has two main sites in Brighton: at Queens Road and Holland Road. Currently the Queens Road site functions as the school for adult students (18+) and has separate accreditation. The Holland Road school is used for the 'Under 20' (U20) course for students aged 12 to 17, and for closed groups of a similar age range. Summer centres are offered at The University of Brighton, Eastbourne, Bournemouth, and London Bushey. There are plans for the summer centres to have separate multicentre accreditation.

The Holland Road school is managed by the director of studies (DoS) based at the adult school in Queens Road. She visits the school one day a week and is available by phone (the two schools are a 15-minute walk apart). The junior school co-ordinator is based at the Holland Road school when the centre is operating, and is responsible for day-to-day operational management. The DoS is responsible for the management of the Brighton adult school, the Holland Road school (when operating, which is approximately 30 weeks of the year), and the off-site summer junior centres.

The inspection took place over two days in March 2018 and one day in July 2018. Meetings were held with the UK general manager (UKGM), the director of studies (DoS), the assistant director of studies (ADoS), the junior school co-ordinator (JSC), the safeguarding and human resources manager for Sprachcaffe UK (SHRM), the activities and teamer co-ordinator (ATC) and the homestay and transfers co-ordinator (HTC). Separate focus group meetings were held with the students, the teachers, and the teamers (activity leaders). All teachers timetabled during the inspection were observed. One inspector visited three homestay providers and the student residence/hotel, where he met the hotel manager.

Address of main site/head office

Sprachcaffe Languages Plus, 24 Holland Road, Hove BN3 1JJ

Description of sites visited

The Holland Road site is used for junior (U20) courses at various times throughout the year and particularly in the summer. The building has recently been renovated and redecorated; it is situated between the seafront and the main street in Hove, approximately 15 minutes on foot from Brighton city centre. The three floors contain ten classrooms, two rooms for teachers, two administration offices, a reception area and a student lounge with a kitchen area. There is a paved garden area at the back of the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
English for specific purposes (includes English for Executives)	<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"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All students are placed in courses of either 15 hours per week (standard) or 22.5 hours per week (intensive). Approximately 25 per cent of the students follow the intensive course. At the time of the July inspection, the timetable was operating on a 'double-banking' system with some groups having classes in the mornings and others in the afternoon.

Accommodation profile

Students are offered homestay and, outside the summer season, residential accommodation. Some homestays are

up to 50 minutes away from the school by public transport, though many are closer. The 'residence' is in fact a hotel owned by the Sprachcaffe group. It is on the seafront, a ten-minute walk from the school. One inspector visited three homestays and the residence.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with an adequate working environment, together with some relaxation space. The learning resources are appropriate to the students, and guidance on their use is provided.

Teaching and learning

The provision meets the section standard. All of the teaching staff have appropriate qualifications. There is an academic management team who can monitor and observe teachers, and provide support when required. Courses are well designed and structured for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Arrangements to meet the needs of the students for security, pastoral care, information and leisure activities are appropriate, and, in some cases, good. The student services team is well managed, and provides a good range of out-of-class activities, and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is thorough and comprehensive. Arrangements for the recruitment of staff and homestay hosts, for student accommodation, for staff training, and for the supervision and safety of students both inside and outside the classroom, are all satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 An appropriate mission statement is displayed in the school. The UKGM presented the statement to the staff and the content was discussed.

M2 Action plans for dealing with problems and concerns were shown to inspectors. One was very detailed and incorporated points from previous inspections across the organisation; one was more succinct and focused on the Brighton operation, including Holland Road. Longer-term objectives, and the specific steps and time frame needed to achieve them, were identified, though only in general terms.

M3 There are separate organisation charts for Sprachcaffe Languages Plus UK and for the Brighton operation, indicating lines of reporting. The DoS, who is also responsible for managing the year-round adult school, works one

day a week at Holland Road and is available by phone or email; the junior school co-ordinator is based full time at Holland Road and is in day-to-day charge of operations.

M7 Review and planning meetings are held regularly between the UKGM and the Sprachcaffe Languages Plus general manager in Malta. The UKGM stated that they intend to use the Scheme's self-evaluation template every six months to review systems and practices.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 A SHRM has recently been recruited for the Sprachcaffe UK schools. She has clearly been proactive in her role and has introduced or revised a number of key policies and procedures, in particular with regard to human resources, appraisal and safeguarding.

M12 Long-term teaching and non-teaching staff have performance reviews every six months. For teachers the reviews are linked to a formal lesson observation.

M13 A range of continuing professional development opportunities is available for teachers at the two Brighton centres, linked to individual teacher development plans and appraisals. CPD for non-teaching staff includes training in first aid, safeguarding and prevent duties.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M15 Questions related to the U20 courses are generally handled by the office in Frankfurt, but the JSC can deal with questions that come directly to her.

M17 The school computer system and database (SSS) is just adequate for the operational needs of the Holland Road school. Administration staff reported that improvements were needed to make it more efficient.

M18 Emergency contact information is given when the booking is made. The teamers double-check this information with a paper form on the first day.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met

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

Comments

Publicity consists of two main websites www.languages-plus-brighton.co.uk (LPB) and www.sprachcaffe.co.uk for U20 programmes in Brighton (SU20) and a downloadable brochure. This school does not have a social media presence, although other Sprachcaffe schools do.

M22 The SU20 website includes a number of inflated claims, for example: Your learning experience will be fun-filled and enlightening, while your time in Brighton will leave you amazed and inspired by one of the UK's true gems.

M23 The SU20 website contains several examples of inaccessible language, for example: 'an awesome vibe'. There is a mixture of British English and American English spelling of words such as practised/practiced.

M24 General information about the courses is given on both websites, but there is no clear statement of objectives or indication of what study at each level involves.

M27 There is only a limited description of the accommodation provided. The LPB website and the brochure make it clear that twin rooms are the norm, but there is no clear description of the services provided.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P3 There was sufficient communal space available for the number of students in the school at the time of the inspection. However, the student lounge (where all students eat their packed lunches) and the staircases became crowded in the lunch-time break and when gathering for activities. Inspectors were told that staggered breaks would be used when numbers increased.

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

resources, and evidence of its implementation.	
Comments	
P9 The Holland Road school does not use digital technology extensively, but television, audio and laptop equipment is available and well maintained.	
Teaching and learning	
Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
T1 One of the teachers employed during the week of the July inspection did not have a Level 6 qualification. A rationale was provided and accepted as the teacher concerned has considerable post-compulsory education, but has not yet completed a degree.	
T4 The DoS is TEFLQ. A TEFLQ ADoS was appointed in May to support the summer operation, and he was involved in setting up the summer programme at Holland Road and offering initial support and guidance to the teachers. At the time of the July inspection, he was based at the Brighton University Sprachcaffe centre, and day-to-day academic management at Holland Road was provided by the TEFLI JCS. A rationale for her involvement in the academic management team was submitted and accepted on the basis of her experience in the role.	
Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
T9 Every two weeks there are sessions led by a member of the academic management team on topics such as learning strategies and lesson planning. The JSC, who is TEFLI, is available for daily support and trouble-shooting.	
T10 Observations are carried out by the TEFLQ DoS on the day of her weekly visit. Notes are kept and discussed with the teachers.	
Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills	Met

outside the classroom and benefit linguistically from their stay in the UK.	
Comments	
T11 The courses are based on a series of published coursebooks appropriate to the needs and interests of the students. These are supplemented by a series of well-designed 'welfare' lessons which cover topics such as healthy eating, British values and bullying. The coursebooks also include sections on learner training. The syllabus for each of the levels is clearly displayed.	
T15 Each student is given a portfolio which includes activities to find out what type of learner they are and to encourage reflective learning.	
T16 All students on the U20 course have out-of-class activities every day which are designed to help them use and develop their language skills.	

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

Comments	
T17 Junior students do a placement test online before arrival. If a student does not complete the online placement test, they are required to do a paper test upon arrival.	
T18 All students are given a portfolio in which they can record the work they have done and track their progress. It is well designed and potentially very useful. However, the portfolios seen by the inspectors were only partially completed and there was no reference made to them in the observed lessons.	

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

Comments	
Lesson observations were carried out at the time of the March inspection.	

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Not met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments	
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T23 Teachers generally demonstrated an appropriate knowledge and awareness of linguistic systems and provided suitable models. They were less confident with phonological systems.

T24 Topics from the coursebooks were relevant to the needs and interests of the students. All the students were German speakers, but there was little evidence of teachers working on their specific language needs.

T25 In several classes expected learning outcomes were listed on the board, although they were only occasionally referred to.

T26 In the stronger segments teachers showed good techniques for checking understanding, for example through the use of concept check questions. There were good techniques for elicitation and the encouragement of turn-taking. Pairwork was well managed. In most segments there was good control of the students' use of their first language.

T27 The classroom space was generally managed well, but there were few varieties of interaction. In most cases instructions were clear, but were not checked effectively. Boardwork was generally clear, but useful techniques to support learning such as indicating stress were not evident in most of the observed segments.

T28 Teachers monitored activities well and gave positive praise where appropriate. There was some good incidental correction and evidence that errors were being gathered for later work, but generally error correction was not seen as an integral part of the lessons.

T29 There was little evidence of reference to lesson aims or activities to assess learning. Ways of evaluating whether learning had taken place were not specified in the lesson plans.

T30 In the majority of lesson segments teachers were adept at establishing a good rapport which helped to produce a positive learning atmosphere. Levels of engagement were generally good.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with the majority being satisfactory. The language awareness of the teachers was generally appropriate but there was a lack of attention to phonology. A range of appropriate teaching techniques was seen and the content of the lessons was relevant to the learners and ensured a positive learning atmosphere, but specific needs and errors were not always addressed, and there was little reference to the evaluation of learning.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 There is a single entrance to the building, controlled by the reception, which is continuously staffed during working hours. A thorough premises risk assessment was carried out in February 2018. All high and medium risks have been addressed. Fire drills are held every Monday to coincide with new arrivals. The JSC, and all teamers, are first aid trained, and trained fire marshals are on duty whenever students are in the building.

W2 Measures to deal with the specific requirements of a major incident of a security nature have been developed, and key members of staff have had training in this area. However, more work is needed to clarify further the roles of specific postholders at both central and centre level.

W3 Excellent arrangements are in place to provide appropriate pastoral care for students. Each class has its own teamer, who meets the students every day, supervises their activities, and accompanies them on excursions. The class teamer is the person designated to deal with personal problems for all members of her/his group. The regular contact with students, and the relatively small number of students for whom each teamer is responsible, ensure that close attention can be paid to the needs of individuals. If necessary, issues can be passed to the teamer

coordinator, who is experienced in dealing with a wide range of student pastoral and care needs.
W6 All individually enrolled students have a transfer from the airport to their accommodation.
W7 Students are given a thorough induction, and are given an excellent student handbook, which is very well adapted to the needs of the target audience. It contains a full range of information and guidance about living in the UK and local facilities.

Accommodation	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W10 Arrangements in the student residence include daily cleaning to hotel standards.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
W17 A number of agents who send groups of students to the school have an explicit arrangement that their students (who may speak the same language) can share the same homestay.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
W21 All students on this programme must live either in homestay or (for over 16s) in the school residence.	
Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W27 All activities are supervised by teamers, all of whom undergo training, both centrally and on site, to ensure that they are able to supervise the students safely and effectively. All the teamers working at the time of the inspection had at least two years' experience, and in most cases considerably more.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

All students following courses at this centre are under 18.

S1 A clear and comprehensive safeguarding policy has been drawn up, supported by relevant practical documents, including codes of conduct, and incident-reporting documentation.

S2 All staff have at least basic awareness safeguarding training; all staff with specific safeguarding responsibilities are trained to specialist level. A condensed version of the safeguarding policy is provided for all staff and for homestay hosts.

S3 Consent forms are included in the pre-departure packs and records sampled showed that they had been satisfactorily completed.

S4 This criterion is met. Suitability checks for four of the seven teachers working at the time of the July inspection were pending, but the JSC was aware of their identity and had put into place the measures set out in the school's safeguarding policy.

S7 Although the student residence is open to the public, excellent arrangements are in place to ensure the safety and security of students staying there. Rooming arrangements ensure that students are segregated from members of the public; they are closely supervised by teamers, who sleep in the same area reserved for students; all bedrooms are ensuite.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

- Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.
- On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.
- Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
- Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

- Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1997
Last full inspection	March 2018
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	N/a
Other related accredited schools/centres/affiliates	Sprachcaffe Brighton (adults 18+), Edwards Language School London
Other related non-accredited schools/centres/affiliates	Summer centres at Brighton University, 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	Brighton Language Centre Ltd Company number 03098177 Holding company: Languages Plus Ltd Company number: 02614504
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	Sprachcaffe school at Queens Road Brighton (accredited for adult students only) used for a U20 course for Argentinian students in January 2018, and for a small group of German U20 students in March 2018. Both included under 18s.

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	July 2018	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	61	60
Full-time ELT (15+ hours per week) aged under 16	51	60
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	112	120
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	German, Czech, Polish	German, Czech, Polish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a

Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection July 2018	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	8
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	5 teamers	

Academic manager qualifications profile

Profile at inspection (July 2018)	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	
The academic managers were not scheduled for teaching during the week of the inspection. The academic manager (DoS) is based at the adult school in Queens Road. The non-TEFLQ academic manager is the junior school co-ordinator and is based full time at Holland Road.	

Teacher qualifications profile

Profile in week of inspection (July 2018)	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection: July 2018 (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	112
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	0

Overall totals adults/under 18s	N/a	112
Overall total adults + under 18s		112