

Organisation name	St Brelade's College, Jersey
Inspection date	13–16 August 2018

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 continued accreditation. However, evidence must be submitted within nine months to demonstrate that weaknesses in W1 and W26 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited St Brelade's College in August 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile and academic management, accommodation and leisure opportunities.

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

## Introduction

St Brelade's College is a well-established school founded in 1978. It is the only year-round accredited school in Jersey. During the summer months courses run at three separate sites, St Brelade's College (main centre), Highland's College (teenage centre) and St George's Preparatory School (young learner centre). Most of the school's students are French and German, and from other parts of Europe. The majority of students enrol on courses for teenagers and juniors in the summer months. A small team of teachers is employed year-round but most teachers are employed in the summer, with a high number returning each year.

The previous director of studies (DoS) left in 2016 and a permanent TEFLQ member of the teaching staff was promoted to the post. Two permanent TEFLQ members of the year-round teaching staff have been appointed since the last inspection, as centre manager at the teenage centre and DoS at the young learner centre respectively. When student numbers decline the young learner DoS moves to the teenage centre and the main centre DoS oversees the academic management of the young learner centre.

The inspection lasted four days. Meetings were held with the principal, the marketing manager, the main centre DoS, the student services director, the office manager, the activities manager, the teenage centre manager, the teenage centre DoS, the young learner centre manager, the two activity managers, two groups of activity co-ordinators, four group leaders at the teenage centre, one group leader at the young learner centre, the Highlands College executive director and the bursar and one group leader at St George's School. One inspector visited two residences and three homestays and observed the supervision of beach activities. Three separate focus groups were held with students and teachers respectively. All teachers were observed.

## Address of main site/head office

Mont Les Vaux, St Brelade, Jersey JE3 8AF

## Description of sites visited

St Brelade's College (main centre) is located just outside St Aubin, a small harbour village near St Helier. The building was originally a primary school and has been converted to provide twelve classrooms, a reception with open-plan work places for the school office and management team, an adjoining office for the principal and a student lounge/games room for the teenage students. A log cabin to one side of the main building provides one large classroom/student lounge for the adult students, a room suitable for one-to-one tuition, a kitchenette and a toilet with access for the disabled. There are several seating areas outside the building, a volleyball area and a large parking space.

Highlands College (teenage centre) is a college of further education in St Helier and is used for ten weeks every summer for the courses for teenagers. The school has the use of up to 24 rooms in two blocks of classrooms, all in close proximity, and a canteen.

St George's Preparatory School (young learner centre) is an independent boarding school set in extensive woodland, and situated a short bus ride away from the main school. These premises are used for seven weeks every summer for the courses for young learners. The school has the use of up to eight classrooms, a dining hall where students can eat their packed lunches, a sports hall and the extensive grounds.

Communicare Centre, La Route des Quennevais, St Brelade JE3 8LJ, is a local community centre where up to four rooms are used for young learner courses before St George's Preparatory School becomes available.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

At the main centre general English courses of 15 or 22.5 hours per week for adults (18+) are run year round on a continuous enrolment basis; teenage intensive courses for students aged 16–18 are run in the spring, summer and autumn. Adults (21+) taking courses of 15 hours per week can add 7.5 hours of business English in the afternoons. Cambridge examination preparation courses of ten or 12 weeks take place twice a year. There are two further course types for adults: a course for students aged 50+ and English plus golf. In the summer, courses of 15 hours of morning classes, followed by afternoon activities, are run at the teenage centre for students aged 14–17. For students aged 10–13 courses of 15 hours, followed by afternoon activities, are run at St Peter's Community Centre in June and the first half of July, and at the young learner centre in the latter half of July and August.

At the time of the inspection 18 classes were running at the main centre: 10 in the morning and eight in the afternoon. At the teenage centre 11 classes were running in the morning and five in the afternoon. At the young learner centre three classes were running in the morning.

One-to-one courses, or combination courses with some group lessons are offered. A one-to-one class was running at the main centre and three one-to-one classes plus two group classes of 21 students were running in the afternoon at the teenage centre.

## Accommodation profile

Homestay accommodation is available for all students and is compulsory for students who are under 14, unless they come with their parents or caregivers, in which case they can stay in private accommodation or Peterborough House with them. The school uses four residences, three of which are owned by the school. One, Peterborough House, which is only five minutes' walk from the main school, has 11 ensuite bedrooms and one studio apartment and live-in managers. It is open all year and is used primarily to accommodate students who are 18 but occasionally accepts parents with a child sharing the same bedroom or apartment. The other two, Fairholme and Richelieu, are in St Helier and accommodate students aged between 14 and 17 in the summer only. Again, they have live-in managers. For four weeks of the summer, closed groups of French teenagers, along with their group leaders, are accommodated in a St Helier hotel.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. St Brelade's College has clearly stated goals and values, known to staff and applied to good effect by staff who are well trained and well managed. Quality assurance procedures are sound and lead to continued improvement. Student administration is handled well and publicity is well presented and accurate. *Strategic and quality management*, *Staff management and development* and *Administration of students* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. All centres provide entirely suitable premises for students and staff. A wide range of carefully-selected, well-maintained resources which are regularly reviewed is available for all courses. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic team members are appropriately qualified. Courses are well structured and well designed for the different age groups. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Academic management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of students for pastoral care, information and leisure activities. Students benefit from very well-managed student services, including out-of-class activities and very suitable accommodation. Two aspects of students' needs for security need addressing. *Accommodation* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The well-written safeguarding policy is known to all adults in contact with under 18s and appropriate training is provided for those adults. Arrangements for the supervision of under 18s both during and outside the scheduled programme are mainly robust and appropriate.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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 The goals and values of St Brelade's College are clearly expressed and available in the staff handbook. There was evidence of staff understanding of the values and of staff contributing to the commitment to 'delivering a professional service while maintaining a friendly and informal attitude – with our students and each other'.

M2 The plans for future growth are clearly stated, with SMART targets identified.

M3 The organisation structure is made known to staff in handbooks, induction materials and on noticeboards. It is set out in an organogram for each centre. There is a need for more clarity in the description of staff roles at the teenage and young learner centres and the DoS's role has not been included. Both continuity and cover for key staff are ensured by the policy of promoting existing and returning staff, many of whom have played a number of roles over the years and are well versed in systems and practices.

M4 There are very good formal and informal communications at all levels and all centres. Management and administrative staff hold weekly planning meetings and there are formal weekly meetings for teaching staff in addition to opportunities for frequent daily face-to-face and electronic communication. Hosts are kept well informed via electronic communications and an annual newsletter.

M5 There are sound procedures for obtaining and recording feedback from students. A short initial feedback form is included in students' welcome pack and an end-of-course online survey is administered for adult and teenage students. Feedback from young learners is provided through a shorter, paper-based version. Feedback is analysed and summarised and any remedial action taken is recorded.

M6 Feedback from staff is gathered through daily meetings, end-of-year appraisals and an annual review presentation by the principal for permanent staff. Staff at the main centre gave examples of action taken following their feedback.

M7 Systems are regularly reviewed and it was evident that suggestions for improvements are noted. A very useful self-assessment report was produced for this inspection. The action plan which was submitted showed that all the points from the last inspection had been addressed with the exception of W26 and C6, which are partially addressed.

Staff management and development	Area of strength
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.	Strength

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.	Strength
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### Comments

M8 HR policies are made known to staff through clear, comprehensive documentation in handbooks. All staff felt well supported and valued. Long-term and returning staff appreciated the opportunities for promotion.

M12 The appraisal procedures in place for permanent and long-term staff are robust. Staff complete self-appraisals and are invited to provide feedback on the process in addition to receiving written feedback. Teachers at the main centre focus group appreciated the opportunities for identifying areas for improvement as well as achievements.

M13 There are good opportunities for continuing professional development (CPD) through daily meetings, weekly pedagogical workshops and daily support from managers. All staff have received relevant compliance training and funding has been made available for permanent staff to attend external events and study towards additional qualifications. Both the teenage centre manager and DoS were fully funded for a distance learning course leading to a TEFLQ qualification.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Strength
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

M14 There is very good provision in this area. Feedback from students and the group leader interviewed indicated a high level of satisfaction with the professional and friendly service provided by the school.

M15 Students receive information from a number of sources. The website contains appropriate advice and information and the administration and management staff are conveniently located in the main centre reception area to offer advice. Student feedback to inspectors was very positive.

M19 Attendance records showed excellent attendance for all classes. There is a strict attendance policy for all students, and teachers check attendance at the start of class.

Publicity	Met
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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

## Comments

Publicity consists of a website, downloadable brochures and a range of social media.

M22 Publicity gives a very clear picture of the provision, and uses a balance of accurate text and attractive images to good effect. Information is comprehensive and fully representative of the student experience.

M23 A few minor inaccuracies in English were corrected during the inspection.

M24 The school states that 'In exceptional circumstances' students up to one year younger or older than the recommended age range may be accepted on courses. This information had been included in the parental consent form and the terms and conditions and was made more widely available in publicity during the inspection. The school accepted 32 students in this category this summer for whom a satisfactory rationale for their acceptance was provided by the principal.

M29 The 'certificate of studies' which is given to all students at the end of their course includes the old version of the Accreditation Scheme marquee without 'for the teaching of English in the UK'. The principal assured the inspectors that the correct marquee would be included in the next print run of the document.

## Premises and resources

Premises and facilities	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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.	Strength

## Comments

P1 The premises at each centre are maintained to a high standard and students have appropriate areas to gather outside class times. Staff at the main and teenage centres have large rooms for meetings and storage of materials. The premises at the young learner centre are set in attractive, extensive grounds. There are good toilet facilities at all centres.

P2 The classrooms at the main and teenage centres are spacious, well ventilated and free from extraneous noise. They are well configured for language learning and large enough to allow free movement. Classrooms at the young learner centre are very suitably furnished for juniors since the school teaches similar age groups in term-time.

P3 At the main centre students benefit from separate adult and teenage lounges and several seating and picnic areas and a volleyball area outside the main building, all of which provide excellent opportunities for relaxation. At the teenage centre students relax in the large canteen and surrounding grounds during breaks. Young learners benefit from access to the attractive and extensive grounds of the school. A sports hall is available in wet weather.

P5 The criterion is met overall. Signage was satisfactory at the main and teenage centres. At the young learner centre, the main building where the teaching was taking place lacked St Brelade's College signage and the classrooms were not numbered.

P6 At the main centre the teachers' room is spacious, with work tables, lockers, and resources stored efficiently to provide easy access. At the teenage centre teachers share the large administration office with the centre management team during the morning and have tea/coffee facilities. At the young learner centre teachers have tea/coffee making facilities and the use of a staffroom. Teachers at the teenage and young learner centres can return to the main centre for preparation work and access to resources after classes finish.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength

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.	Strength
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 resources, and evidence of its implementation.	Strength

### Comments

P7 All adult and teenage classes follow a coursebook syllabus. Class sets of coursebooks are provided and students can buy their own copy. Teachers have good access to a range of appropriate supplementary materials for use on all courses. A list of useful websites is posted in the teachers' room at the main centre. Further useful guidance is provided for teachers in their handbook.

P8 There is a good range of resources held at the main centre for all courses. The materials are also stored electronically so that teachers may access them remotely. There is a good range of up-to-date books on teaching methodology many of which are used on the teacher training courses which run at the main centre. Teachers have easy access to computers and printing facilities at the main and teenage centres.

P9 All classrooms at the main centre have laptops and interactive software, which is well maintained by the principal. At the teenage centre all classrooms have interactive whiteboards and initial training is given to all teachers at induction. There is Wi-Fi provision at both centres. Educational technology is not used at the young learner centre.

P12 The main centre DoS is responsible for the review and development of the school's teaching and learning resources. She consults teachers at weekly meetings and at the post-summer review meeting. Teachers at the focus group meeting appreciated the number of resources available and the regular opportunities to review coursebooks.

## Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

### Comments

T1 Two teachers at the main centre did not have a Level 6 qualification. A rationale was provided for teacher A which showed that he had over 24 years' teaching experience working at the main centre, had taken part in peer observations and regularly attended in-house workshops. The rationale provided for teacher B showed that she had over ten years' teaching experience and had regularly attended and delivered CPD sessions at the main centre. The rationales are accepted within the context of this inspection.

T2 One part-time teacher at the main centre, who has been employed each summer since 2015, did not have a TEFLI qualification. A rationale was provided which showed that he has taught English in secondary schools for over 35 years, including over 15 years as head of department, and has participated in CPD sessions at the main centre. The rationale is accepted within the context of this inspection. One teacher had a TEFLI qualification which did not meet Scheme requirements. A rationale was provided which showed that the input sessions, regular observations on her TEFLI course and 16 months' TEFL teaching had provided adequate training. The rationale is accepted within the context of this inspection.

T3 The school benefits from the retention of a core of very experienced long-term teachers and a high proportion of teachers who return each summer.

T4 The main centre and teenage centre DoSs, the teenage centre manager and the teacher in charge of business courses at the main centre are all TEFLQ and have considerable relevant experience.

<b>Academic management</b>	<b>Area of strength</b>
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### **Comments**

T7 Cover arrangements are sound. A number of EFL teachers who live in the area are readily available for first line cover. The DoSs and the teenage centre manager, who do not have teaching commitments during the summer, provide additional cover as needed.

T8 Continuous enrolment is handled well. New students have an introductory lesson covering practical information before joining their classes. On adult courses teachers negotiate the content and focus of the week's programme in the second lesson each week, taking into account the needs and wishes of any new students. The teenage and young learner course design is based on weekly modules.

T9 There is good academic support at each centre and at the teacher focus group meetings this was acknowledged by all the teachers. A practical handbook is sent to all teachers and weekly teachers' meetings are held at which pedagogic issues may be discussed. Regular CPD sessions are held throughout the year and external experts are invited twice a year to lead workshops. During the summer, the TEFLQ teenage centre manager returns to the main centre every afternoon to support the teenage and young learner centre teachers. Some teachers at the main centre have taken part in peer observations for which support is provided.

T10 Teachers employed year round at the main centre are observed at least once a year by the DoS; at the summer centres they are observed by the teenage centre DoS or the main centre DoS. Oral and written feedback is given and observation notes on file were seen to be perceptive and constructive, with some focus on action planning.

<b>Course design and implementation</b>	<b>Met</b>
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.	Strength
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 outside the classroom and benefit linguistically from their stay in the UK.	Met

### **Comments**

T11 All morning courses follow topic-based coursebooks. Teachers share classes and work through one unit per week, using supplementary materials to meet the needs of students. Teachers on the adult courses teach alternate units so that two topics are covered each week rather than one. The afternoon business English course is based on a negotiated syllabus. The young learner syllabus is based on a four-week rolling programme which has been developed in-house. There is a weekly syllabus of topics and functions and a range of photocopiable materials for each lesson and teachers create their own lesson plans.

T12 Course design is regularly reviewed at staff meetings and at the annual review meeting. One example of changes which have been made as a result of review is the decision to teach alternate units of the coursebook as described above in T11.



T15 Useful ideas for study and learning strategies are displayed on posters in classrooms at the main and teenage centres and are included in the student handbook. Some of the adult coursebooks provide guidance in this area. Students are given a vocabulary notebook and some students were observed using it but there was no evidence of a consistent approach to helping students record and learn new vocabulary effectively.

<b>Learner management</b>	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.	Met
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 The placement test is a multiple-choice test with no speaking component; teachers are asked to assess students' oral ability informally during their welcome lesson. New students complete a student profile form which includes information about their learning objectives which is given to teachers to incorporate into their weekly plans. T18 Students who enrol for more than six weeks receive progress reports which are discussed with the main centre DoS at a tutorial.

### **Classroom observation record**

Number of teachers seen	26
Number of observations	26
Parts of programme(s) observed	All

### **Comments**

None.

<b>Teaching: classroom observation</b>	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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### **Comments**

T23 Overall, teachers showed good knowledge of language and provided good models of spoken and written English. In the better lessons parts of speech and pronunciation were appropriately marked. In weaker lessons non-standard language use was observed.

T24 Lesson plans were thorough and included extra materials and tasks for stronger students. Content was generally appropriate and teachers showed a high level of awareness of student needs in young learner classes where frequent changes of pace and the need for movement were incorporated. In some higher-level teenage

classes students were insufficiently stretched and there was evidence of lack of engagement with the selected topics.

T25 The majority of lessons were coherent and well staged. Learning outcomes were indicated in lesson plans and weekly plans were displayed on noticeboards.

T26 The majority of teachers made good use of a range of appropriate techniques, including elicitation, nomination and pair work. Good use of oral drilling and 'getting to know you' activities was made in many lessons.

T27 Teachers demonstrated good management of the whiteboard, computing resources and the IWB. In a few teenage classes some teachers paid excessive attention to livelier or dominating students and quieter students were sometimes ignored. In a few adult classes individual students' use of translation dictionaries hindered understanding and slowed down the pace of lessons.

T28 Teachers monitored students' language well overall and some were making notes to give feedback at a later stage. The better teachers encouraged students to speak more clearly so that the whole class could benefit from their contributions. Some examples of peer correction were seen. In a few of the weaker lessons students received no feedback on their performance.

T29 In many classes reference was made to earlier learning and teachers included short assessment activities.

T30 In the best segments teachers were effective in moderating their own language and controlling the use of first language by students. In the young learner classes allowances were made for concentration lapses and students were managed well by their teachers. In a few classes lack of pace led to students losing interest but most students were fully engaged in the learning process and expressed appreciation of their teachers in the focus group meetings.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and segments ranged from good to unsatisfactory with the majority being satisfactory. Teachers had good language awareness overall and provided appropriate models of English. The content of lessons was mainly appropriate and teachers made good use of a range of appropriate techniques. Classroom resources were well managed and students received feedback on their use of language in most lessons. A positive learning atmosphere was generally established.

### 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.	Not met
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.	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 The safety and security of students in all three centres used in the summer is compromised by the absence of consistent signing in procedures. This issue was corrected for the main school during the inspection but remains a point to be addressed as signing in does not take place consistently at the two other centres. There is no evacuation procedure for disabled students at the main school.

W3 The school makes pastoral care a top priority. Students reported feeling both safe and valued. Information about pastoral concerns is readily available, including a poster in six languages, and all staff, hosts, residential managers and group leaders are aware of potential pastoral issues.

W7 Advice on different aspects of life in the UK is made available in stages: first on the website and in pre-arrival information, then at induction and in the student handbook and finally, when it is appropriate to offer more information.

<b>Accommodation</b> (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
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.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W9 All three homestays visited and both residences provide a very comfortable living environment. Bedrooms are spacious, all residential rooms are ensuite and hosts and residential managers were welcoming and caring. Students expressed great satisfaction with their accommodation.

W11 The student services director has built up the homestay host list over a number of years and knows each host well. She and her assistant visit homes more often than every two years and carry out regular spot check visits. Records are well kept, including dates of fire risk assessments and gas certificates. There are detailed records of action taken on student feedback. Residences are also visited frequently.

W13 A first-night questionnaire is followed by another check at the end of the first week. All hosts receive information on student feedback with regular prizes for best hosts.

W14 Each host receives an initial pack of detailed information about every aspect of hosting, including attractive, laminated rules notices for student bedrooms. The excellent homestay host handbook is updated annually. An additional handbook provides extra information on summer school hosting.

### *Accommodation: homestay only*

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 The criterion is met as it is school policy that students who are under 14 should not be the sole student in a house, so two students with the same language are often placed together, always with parental assent.

W20 Hosts always meet their students on arrival at the airport or ferry terminal.

### *Accommodation: other*

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.	Met

### Comments

None.

### Leisure opportunities

Area of strength

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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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.	Met

### Comments

W23 The school provides information about and access to a wide range of activities for all students, from the sporting and cultural activities available for under 18s five days a week to the less frequent but well-chosen leisure events for over 50s. Information on alternative activities and events is provided on social media and on school noticeboards.

W24 A wide variety of age-appropriate activities is offered to both the young learner centre under-14 students and the teenage centre students, with a large number based around Jersey's beaches, as well as visits to Jersey's other sights. There is a sufficient range to ensure that students staying two or three weeks repeat very few activities. Adults also have a good range of activities, and there was evidence that the 50+ students benefit from social, cultural and sporting activities that match their age and interests.

W25 Activity co-ordinators are given a useful activity handbook. Teachers on junior courses choose to be involved in the social programme. Two experienced and knowledgeable activity managers supervise activities at the two junior centres. Plans for each activity are clear and are communicated effectively to both co-ordinators and students.

W26 Exemplary risk assessments are updated each year. Careful attention is paid to checking junior student attendance. However, attendance of evening activities for the teenage course is optional and, although activity co-ordinators count heads, they do not take names. This was a point to be addressed at the last inspection.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Strength
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.	Strength
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.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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

Junior courses are sub-divided into teenage and young learner courses. During the inspection, two courses for under 18s were running: one, for teenagers (14–17) was taking place at the teenage centre; the other, for young learners (10–13), was taking place at the young learner centre. At the same time, 18 students under 18s were enrolled on adult courses at the main school. During the rest of the year, mini-stay courses are run for school groups of students aged 12–17 at the main school.

S1 The school's clear and comprehensive policy, drafted with expert assistance, covers all that this criterion requires and is supported by relevant practical documents. It differentiates appropriately between different age groups and is reviewed annually.

S2 All adults in contact with under 18s, including homestay hosts and residence managers, complete basic training and are given simplified versions of the policy. Dissemination of safeguarding information is thorough and includes updates for hosts every time they are visited. Safeguarding is on the agenda of every school meeting.

S5 As much care as possible is taken of under 18s during scheduled lessons and activities in the summer period. However, outside the summer, when mini-stay students aged between 12 and 17 attend classes in the main school at the same time as adult students no risk assessment of the shared centre is carried out.

S6 The school takes appropriate steps to ensure the safety of its students outside the scheduled programme, including risk assessments of unsupervised time, staff on evening patrols in St Helier, guidelines and rules for students, homestay hosts and residence managers, strictly enforced curfews, beach guides and information on no-go areas.

### 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

### 1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	1991
Last full inspection	2014
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
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Other related non-accredited activities (in brief) by this multicentre organisation	Cert TESOL Teacher Training course.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1978
Ownership	Name of company: St Brelade's College Company number: 15746

Other accreditation/inspection	N/a
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## Premises profile

Address of Head Office (HO)	St Brelade's College, Mont Les Vaux, St Brelade, Jersey JE3 8AF
Location of centres offering ELT at the time of the inspection but not visited	N/a
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	St Peter's Youth & Community Centre, St Peter JE3 7AH

Student profile at peak at all centres	Collated totals in peak week: July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	28
17 years and under	289
<b>Overall total</b> of ELT/ESOL students shown above	317
Predominant nationalities	French, Spanish, German

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	34
Total number activity managers and staff	10
Total number of management (non-academic) and administrative staff	9
Total number of support staff (e.g. houseparents, matrons, catering)	1

#### Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

The general English courses for adults run year round on a continuous enrolment basis. Students aged 16-17 years' old are enrolled during the summer. Combination courses of general English plus business and one-to-one classes are offered year round.

Junior courses are sub-divided into teenage and young learner courses. Standard, semi-intensive and combination courses of English and one-to-one classes run for ten weeks on a continuous enrolment basis at the teenage centre for students aged 14 to 17. At the young learner centre for students aged 10 to 13 standard courses run for ten weeks in the mornings.

Mini-stay courses are run for school groups of students aged 12-17 who attend short courses at the main centre outside the summer.

## 2. DATA ON CENTRES VISITED

<b>1. Name of centre</b>	St Brelade's College (Main Centre)
<b>2. Name of centre</b>	Highlands College (Teenage Centre)
<b>3. Name of centre</b>	St Georges Preparatory School (Young Learner Centre)

<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100			100	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	37	1	0			26	2	0		
Full-time ELT (15+ hours per week) aged 16–17 years	15	53	0			8	61	0		
Full-time ELT (15+ hours per week) aged under 16	3	78	20			2	181	37		
Part-time ELT aged 18 years and over	0	0	0			0	0	0		
Part-time ELT aged 16–17 years	N/a	N/a	N/a			N/a	N/a	N/a		
Part-time ELT aged under 16 years	N/a	N/a	N/a			N/a	N/a	N/a		
<b>Overall total of ELT/ESOL students shown above</b>	<b>55</b>	<b>132</b>	<b>20</b>			<b>36</b>	<b>244</b>	<b>37</b>		
Junior programmes: advertised minimum age(s)	16	13/14*	10			16	13/14*	10		
Junior programmes: advertised maximum age(s)	18	17	13			18	17	13		
Adult programmes: advertised minimum age	18	N/a	N/a			18	N/a	N/a		
Typical length of stay (weeks)	2	2	2			2	2	2		
Predominant nationalities	French, German, Russian					French, German, Spanish				

\*Semi Intensive: 13 / Combination: 14

Publicity states that minimum/maximum ages may be adjusted by one year at the discretion of the principal.

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	11	13	3			12	19	4		
Total number of activity managers and staff	1	5	2			1	7	2		

Total number of management (non-academic) and administrative staff	5	0	0			6	2	0		
Total number of support staff	1	0	0			1	0	0		

### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	2	0		
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0	0		
<b>Total</b>	1	2	0		

#### Comments

The academic manager at the main centre; the campus manager/academic manager and the DoS at the teenage centre are not scheduled to teach.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	4	0	0		
TEFLI qualification	7	10	3		
Holding specialist qualifications only (specify)	0	0	0		
YL initiated	0	0	0		
Qualified teacher status only (QTS)	0	0	0		
Teachers without appropriate ELT/TESOL qualifications.	1	1	0		
<b>Total</b>	12	11	3		

#### Comments

The centre manager at the young learner campus teaches 15 hours per week and is included in the above figures.

### Accommodation profile

#### Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
<b>Arranged by provider/agency</b>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	16	1	0			14	87	18		
Private home	N/a	N/a	N/a			N/a	N/a	N/a		
Home tuition	N/a	N/a	N/a			N/a	N/a	N/a		
Residential	12	0	0			4	40	0		
Hotel/guesthouse	0	0	0			0	0	0		
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			0	0	2*		
<b>Arranged by student/family/guardian</b>										
Staying with own family	0	0	0			0	0	0		



Staying in privately rented rooms/flats	9	0	0			0	4	0		
<b>Overall totals adults/under 18s</b>	37	1	0			18	131	20		

\*Young students staying with their parents at the adult residence

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	55	132	20		