

Organisation name	St Giles International Brighton
Inspection date	22–25 October 2024

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 safe, 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.	Not met

Recommendation
We recommend that accreditation be placed under review because the section standard for Safeguarding under 18s was not met and there were weaknesses in P1. The period of review to be ended by a spot check focusing on Safeguarding under 18s, P1, W21 and W22.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

St Giles International Brighton is a long-established English language school, opened in 1969 as part of the St Giles group, itself founded in 1955. The Brighton school has been in its current premises since 1986 and is located in the centre of Brighton. The school runs general English and exam preparation courses to adults and young people (16+). Younger students, aged 14 and 15, are also accommodated throughout the year, either joining adult classes or studying in dedicated groups with other under-18 learners. The school also has a 'Platinum Centre' that runs courses for executives and professionals in small groups or one-to-one. St Giles International Brighton is also the largest provider of teacher training courses within the group, running annual teacher development courses for overseas teachers as well as regular courses leading to externally validated qualifications.

A feature of the school is that many of the staff have been with the organisation for a number of years, often being promoted from within. Since November 2023, the principal of St Giles Eastbourne has been acting principal (AP) at St Giles Brighton. During the current inspection, her role as principal was confirmed as permanent.

The inspection was conducted by two inspectors and took place over four days. Meetings were held with the principal, the director of studies (DoS), the assistant director of studies (ADoS), the course director platinum, the head of teacher training, two student services officers, the senior accommodation and welfare officer, the senior residence warden, the social programme organiser and the receptionist and under 18s officer. Focus group meetings were held with teachers, adult students and under 18s. One inspector visited the student residence, a university residence and conducted three virtual homestay visits. All teachers timetabled during the inspection were observed.

Address of main site/head office

1–3 Marlborough Place, Brighton BN1 1UB

Description of sites visited/observed

The school is centrally located opposite the Royal Pavilion, within a ten-minute walk of the station and the beach. It occupies three Victorian five-storey buildings, which interconnect at different levels. The central building also houses the platinum centre which includes a clubhouse/lounge area, two classroom and an office. Spread across the premises are 30 general English classrooms of varying sizes (two of which are also used as prayer rooms), offices for the principal and the DOS, thirteen male and female toilets, an accommodation and student welfare office, and a staff quiet room. On the ground floor is a reception area and a bookshop, a private study centre for students and a large staffroom with a kitchen and staff toilets. The basement contains a large café and lounge area for students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 school provides courses for students aged 14 and above. Students aged 16 and 17 are enrolled in adult courses, while those aged 14 and 15 are enrolled in junior group courses (for ages 14-17) where possible, otherwise they are placed in adult courses. The primary course offering focuses on general English, including exam preparation. Students can choose to study in the mornings or afternoons for 20 lessons or to have full-day courses of 28 lessons a week. Courses in the platinum centre are for executives or professionals aged 21+ who study in small groups or one-to-one.

Management profile

The school is run by a principal, who reports to the managing director of the St Giles group. The principal is responsible for financial oversight, premises, recruitment and human resources policies for the St Giles International Brighton school, as well as day-to-day management. She is supported by the DoS, the ADoS, the director of the platinum centre, the head of teacher training and the senior accommodation and welfare officer. This senior team is supported by two student services officers, an accommodation welfare officer, an accommodation administrator, three residence wardens, a maintenance and security officer, a social programme organiser and a receptionist and under 18s officer.

Accommodation profile

The school offers accommodation in homestays, its own student residence, two university residences (one of which is only available in the summer) and partners with a small number of local hotels to offer rooms. Under 18s are only offered homestay accommodation.

The large majority of homestays are managed by the school, although an agency registered with the British Council is occasionally used. The school's own residence, which is five minutes' walk from the school, offers single ensuite rooms over three floors, with access to a fully fitted kitchen on each floor. The university residences are both within 15 minutes travel time from the school. Students stay in ensuite rooms arranged in flats of six to eight rooms per flat with a communal living room and kitchen. The school's partner hotels cater for a range of budgets.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management processes are robust and effective and channels of communication are good. Staff are well managed and there is a strong collegiate ethos within the school underpinned by good systems for staff development and training. Student administration is handled efficiently and effectively, and, on the whole, publicity is clear. *Strategic and quality management* and *Staff management* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students with a comfortable and professional environment for work and relaxation although some safety and security measures are inadequate. There is a very good range of learning resources available, which is well maintained and organised, with guidance and training provided for staff and students. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a strong professional profile which is very well matched to the context. Teachers and students receive excellent support, and courses are managed to provide the maximum possible benefit to students. Course design is effective. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management* and *Learner management* are areas of strength.

Welfare and student services

Overall, the provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care. It offers a wide range of comfortable, friendly and conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of the students very well, but some documentation, including risk assessments are inadequate. *Care of students* is an area of strength. There is a need for improvement in *Leisure opportunities*.

Safeguarding under 18s

The provision does not meet the section standard. There is a comprehensive safeguarding policy and staff are appropriately trained to implement it. However, some aspects of the provision are inadequate, including consent forms, safer recruitment practices, arrangements for under 16s and for accommodation. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

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.	Met
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.	Strength
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.	Strength

Comments

M2 Objectives are detailed, thorough and cover different aspects of the organisation. Targets are specific and measurable, and incorporated into regular reviews. Objectives are shared with staff. In addition to the school development plan, there is a group-wide quality management project that aims to standardise and streamline aspects of the provision.

M3 The organisational structure is communicated clearly through an organogram which is included in staff and student handbooks. Photos of key staff and their roles are prominently displayed in common areas of the building, and effective cover arrangements and business continuity plans are in place.

M4 There are regular minuted meetings at school and group levels. The principal attends regular advisory board meetings at head office and there are frequent meetings with other staff across the group. There is good formal and informal communication in the school through a range of channels. Staff feel well informed and the managing director visits the school several times throughout the year. All staff are invited to attend an annual academic conference run for all staff across the group.

M5 Feedback from students is dealt with very thoroughly. Early first-week feedback and exit questionnaires are supplemented by two-weekly individual tutorials and twice-yearly focus group meetings. Comments are collated, analysed and action is taken swiftly and recorded. Feedback is incorporated into the annual monitoring process and staff appraisals.

M6 Staff complete an annual survey and are also asked for their views at appraisal, at staff meetings and at an annual staff focus group. Feedback is collated, analysed and action is taken. This is fed into the school development plan and into CPD planning.

M7 There are excellent systems in place for reviewing quality at a school and group level. A good range of data is integrated into the quality review cycle that produces the school development plan.

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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Human resources policies are very effective with family-friendly policies that promote staff well-being. Individual circumstances are taken into account by managers and staff feel valued and well supported.

M11 Good induction procedures include pre-arrival videos, checklists, a quiz and a 'buddy' system that pairs new staff with those with more experience. Administrative staff receive induction from the central team as well as from local managers.

M12 Appraisal systems are very effective and identify development needs and opportunities. Data from student feedback is used to inform the review, and clear targets are set. Objectives are collated and inform CPD and training needs. Good use is made of existing expertise through a mentoring system.

M13 CPD is given a high priority and all staff are encouraged and supported to develop their professional practice. There is an allocated budget for this and staff reported that their interests and that of the organisation were well supported.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good 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.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	

M14 Reception and office staff are friendly and courteous and are given consistently positive feedback from students. Good procedures are in place to enable staff to cover for each other easily.

M16 Enrolments processes are clear and efficient and can be handled either by the school or centrally. There are good systems in place to check on student well-being upon arrival at the school.

Publicity	Met
M21 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.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

The school's main medium for publicity is the St Giles International website. In addition, there is a course guide, and a dates and prices guide that can be sent or given to prospective students or agents. The school also has a presence on social media platforms.

M23 Parts of the website advertise the minimum age on general English courses as 16, but it is in fact 14. This was rectified during the inspection and is no longer a point to be addressed.

M25 The website states that students under the age of 16 will be taught in separate classes, when this is not always the case. There are no published arrangements for the supervision or travel arrangements for under 16s. The website was amended during the inspection and this is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 The premises risk assessments for the school are insufficiently robust and do not fully address risks in relation to access and security. Regular fire drills had not been carried out at the student residence.

P5 Despite the complex internal structure of the school, signage is very good and provides clear directions to students and visitors. Emergency exits are clearly marked and floor plans are well displayed. Noticeboards are well maintained and attractive.

P6 There is a large staffroom with sufficient workspaces and access to computers and printing facilities for the number of staff. There is also a kitchen area and staff storage space. Staff have access to a separate room should they prefer to work in a quieter space.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 The physical and electronic learning resources for classroom use are well organised and accessible. There is a very good selection of learning materials suitable for all courses taught.

P8 Teachers have access to a wide range of materials, including digital resources. The provider has a budget for and subscribes to a variety of professional platforms and resources. Teachers were very positive about the range of resources at their disposal and the processes around their review.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. The academic management and teaching teams are both well qualified with a very good range of experience. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
<p>T4 Teacher deployment is clearly linked with individual experience and appraisal objectives. Newly qualified teachers are buddied with more experienced teachers and are given a reduced timetable. Timetabling takes account of staff and student physical needs.</p> <p>T5 Effective cover systems are in place and the cover teacher has clear and detailed information about the lesson to be taught.</p> <p>T6 There is good information and practical guidance on lesson planning and integration activities, and staff receive information in advance about new arrivals in their classes. An initial tutorial is provided to support a catch-up for new students.</p> <p>T7 There is a three-part induction for new teachers. Part one is online and includes useful written and video information, a sample lesson and mandatory online training. Part two is in-school and includes class information and materials, and a checklist and quiz. Part three takes place after starting, and includes observation feedback, further training on the e-school and a meeting with the ADOS to ensure they have settled in successfully. New staff are also provided with a buddy.</p> <p>T8 There is excellent day-to-day support in place for teachers through the DOS, ADOS and other senior staff. The school has an open-door policy, and the weekly teachers' meetings provide an opportunity for staff to raise any issues. Staff reported that they felt very well supported.</p> <p>T9 A wide range of observations are undertaken including drop in, developmental and quality monitoring. There is a clear rationale for all types of observation which is understood by staff. There is also a comprehensive peer observation programme which supports individual teachers' development.</p> <p>T10 Teachers are consistently supported in identifying and undertaking training. Stated CPD objectives for all teaching staff are recorded to track development and inform the CPD programme. A fortnightly in-house CPD programme is delivered and staff have access to development opportunities across the St Giles group, and via external courses. Peer observation and teacher-led expert sessions are part of the school's professional development programme. Teachers were very positive about the school's commitment to their development.</p>	
Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
All criteria in this section are fully met.	
Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met

T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T16 There is a very good range of measures in place to evaluate and monitor student progress. Individual progress is reviewed in tutorials, the VLE is used effectively to support student reflection, and there are effective systems in place for tracking progress.

T17 Teachers and academic managers demonstrate very high levels of awareness of student needs. The school has two trained staff to support students with special educational needs and also deliver training to staff in order that appropriate support is put in place.

T18 The DOS is the exams officer and provides individual support for students to select appropriate English examinations. In addition, there is a dedicated member of staff who provides bespoke support for students wishing to progress to mainstream education.

Classroom observation record

Number of teachers seen	26
Number of observations	26
Parts of programme(s) observed	Morning and afternoon class and a one-to-one platinum class.

Comments

All 26 teachers timetabled during the inspection were observed.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 The language used for explanation and exemplification was appropriate, and in the majority of classes, models of pronunciation were provided for individual words and words in connected speech. In most cases, examples and explanations were relevant, concise and memorable.

T20 Detailed class profiles were provided that showed in-depth awareness of individuals' strengths and needs. This was reflected in the content and pace of lessons and in the adjustments that were made to the plan and during the lesson to take account of these different needs.

T21 Learning outcomes were clear, made explicit, shared with students and consistently reviewed and checked throughout lessons. There was a clear link between learning outcomes and activities, and links were made to previous and future learning outcomes. Scaffolding and the sequencing of activities was well planned and potential difficulties were identified and pre-empted.

T22 There was evidence of a range of techniques being used to present and practise language and to develop skills. Teaching techniques were usually appropriate to the context, and in many classes included effective elicitation, consistent questioning, good use of nomination, clear instruction giving and the checking of understanding. In some segments homework tasks were effectively integrated into class.

T23 Teachers made competent use of learning resources including whiteboards, interactive whiteboards, coursebooks and handouts. Control of the learning environment was evident and included effective seating arrangements that made the most of the space. In some segments, teachers displayed a confident and imaginative use of technology.

T24 Teachers corrected students' language, including pronunciation, and gave useful feedback on their performance. In stronger lessons, principled and consistent error correction techniques were used, feedback and error correction led to language extension work and students were actively encouraged to self and peer correct.

T25 In most lessons, students demonstrated an awareness of what they had achieved against the learning outcomes, and what they still needed to learn. Teachers provided opportunities for students to demonstrate their ability to use recently learned language and made reference to previously learnt language.

T26 All teachers had a good rapport with students and created a warm and inclusive atmosphere. Teachers used praise to motivate students individually and as a group, and students were encouraged to listen to each other and respond to others' contributions. In most segments teachers encouraged the students to personalise language and relate it to their own lives.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 There is a comprehensive emergency plan in place covering on and off-site incidents. Pertinent parts of the plan are shared sensitively with students and integrated into risk assessments.

W2 There are several very effective measures in place to promote student well-being. There is clear welfare information available to staff and students, issues are recorded and communicated effectively, and a good number of staff are trained as mental health first aiders.

W3 Tolerance and respect feature in the school's ethos and an inclusive culture is promoted throughout the school through a variety of activities and displays. There is a clear inclusion and diversity policy.

W5 Students receive comprehensive pre-course information on relevant aspects of travel to and life in the UK. This is consolidated by the student handbook, school notices, the tutorial system and student services which ensure that students are very well informed about life in the UK in general and Brighton in particular.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 The school provides a very good range of comfortable accommodation for students. Student feedback is consistently positive about accommodation. There is always emergency back-up accommodation available if students need to move at short notice.

W11 The school collects feedback, takes action and keeps detailed records to ensure that problems are identified, and that action taken is recorded and monitored. In addition, there is a complaints and incidents log which is kept up to date and cross referenced with the homestay database. This ensures that problems are very effectively identified and resolved.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities	Need for improvement
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Not met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 The school provides extensive information about social, cultural and sporting events. The social programme organiser is available to students during breaks and provides excellent additional support or advice where required.

W20 There is a wide range of leisure activities available ensuring that all students' interests and circumstances are catered for. The programme is responsive to student feedback and suggestions.

W21 The leisure programme is under the direction of a named person. It is well resourced and planned, and staff are briefed. However, there are no drawn up plans or itineraries for excursions.

W22 Risk assessments are drawn up in relation to each activity. However, they do not sufficiently refer to the specific group composition and local conditions, and do not cover unsupervised free time for under 18s or under 16s.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	Not 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.	Not 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.	Met
S7 There are suitable arrangements for the accommodation of students.	Not 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

The school regularly accepts 16 and 17 year-olds on adult courses. It also accepts students aged 14 or 15. A rationale is provided for these students when they are enrolled on adult courses. At the time of the inspection, there were 16 students aged 16 and 17 enrolled on adult courses, and one 14 and one 15 year-old. At peak times approximately 80 under 18s are enrolled, and those aged under 16 are taught separately from adult courses.

S3 The consent form does not accurately reflect the situation that parents/guardians are consenting to. Specifically, it states that students aged 14 and 15 will normally study in classes with students aged 14 to 17, when outside the summer they are often placed in classes with adults.

S4 The references for some homestay hosts who are hosting under 18s do not comment on their suitability to work with under 18s. One of the homestay host files sampled did not include evidence of a current criminal records check.

S5 Risk assessments, supervision and measures in place to safeguard under 16s outside class time are inadequate. The requirement to attend three leisure activities per week for under 16s is not enforced effectively.

S7 At the time of the inspection, one student aged under 16 was living in a homestay which was also hosting a student aged over 18.

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	1982
Last full inspection	2019
Subsequent checks/visits (if applicable)	None
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	St Giles London Central, St Giles Highgate, St Giles Eastbourne and St Giles Cambridge. St Giles Juniors (residential summer camps in a variety of locations in the UK).
Other related non-accredited schools/centres/affiliates	St Giles Vancouver

Private sector

Date of foundation	1955 (St Giles Schools of Languages Ltd), 1969 (St Giles College Brighton)
Ownership	Name of company: St Giles Schools of Languages Limited Company number: 596651
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	University of Brighton, Edward Street – two additional classrooms used in July

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	192	319
Full-time ELT (15+ hours per week) aged 16–17 years	16	63
Full-time ELT (15+ hours per week) aged under 16	2	19
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	210	401
Adult programmes: advertised minimum age	14	14
Adult programmes: typical age range	16–54	16–64
Adult programmes: typical length of stay	6 weeks	6 weeks
Adult programmes: predominant nationalities	Korean, Saudi Arabian, Swiss	Korean, Swiss, Saudi Arabian, Turkish
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	3 weeks	4 weeks
Junior programmes: predominant nationalities	Swiss	Turkish, Swiss

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	26	38
Number teaching ELT 20 hours and over a week	17	
Number teaching ELT under 20 hours a week	9	
Number of academic managers for eligible ELT courses	4	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	4
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	4
Comments	

None of the academic managers are timetabled to teach except for the platinum course director who teaches a small number of one-to-one classes when required. During the week of inspection, he was teaching a total of ten 50-minute lessons.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	10
TEFLI qualification	16
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	26

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	104	16
Private home	4	N/a
Home tuition	N/a	N/a
Residential	45	N/a
Hotel/guesthouse	0	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	0	0
Staying in privately rented rooms/flats	39	2
Overall totals adults/under 18s	192	18
Overall total adults + under 18s	210	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, W21, W22 and Safeguarding under 18s have been addressed.