

|                   |                                  |
|-------------------|----------------------------------|
| Organisation name | St Giles International, Brighton |
| Inspection date   | 27 April – 1 May 2015            |

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

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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in *Care of under 18s* have been addressed.

### Summary statement

The British Council inspected and accredited St Giles International Brighton in April 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This large private language teaching organisation offers courses in general, academic and professional English for adults (16+) and for closed groups of adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, learning resources, academic staff profile, academic management, course design, learner management, care of students, accommodation and leisure opportunities.

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

## Organisation profile

| Inspection history  | Dates/details   |
|---|---|
| First inspection  | 1971 by the Department of Education and Science, and the British Council accreditation scheme from 1982   |
| Last full inspection  | 2011  |
| Subsequent spot check (if applicable)                             | October 2013  |
| Subsequent supplementary check (if applicable)                    | N/a   |
| Subsequent interim visit (if applicable)                          | N/a   |
| Current accreditation status                                      | Accredited  |
| Other related non-accredited activities (in brief) at this centre | Teacher training (CELTA, Delta M1 and M2) is run by the St Giles Educational Trust. Modern language courses are offered in the school, but are organised and run by Cactus. |
| Other related accredited schools/centres/affiliates               | St Giles London Central, St Giles Highgate, St Giles Eastbourne. St Giles runs junior residential summer camps in a variety of locations in the UK.                         |
| Other related non-accredited schools/centres/affiliates           | There are other year-round centres in San Francisco, New York City and Vancouver. St Giles runs junior residential summer camps in a variety of locations in North America. |

## Private sector

|                                |  |
|--------------------------------|--|
| Date of foundation             | 1955 (St Giles Schools of Languages Limited), 1969 (St Giles College Brighton)               |
| Ownership                      | Limited Company: St Giles Schools of Languages Limited, 154 Southampton Row, London WC1B 5JX |
| Other accreditation/inspection | ISI  |

## Premises profile

|  |   |
|--|---|
| Address of main site   | 1–3 Marlborough Place, Brighton, BN1 1UB  |
| Details of any additional sites in use at the time of the inspection     | N/a   |
| Details of any additional sites not in use at the time of the inspection | The Friends Centre, Ivory Place, Brighton BN2 9QE<br>Four additional classrooms used at peak period from mid-July to the end of August  |
| Profile of sites visited   | <p>The school, which is located in the centre of Brighton, occupies three four-storey interconnected buildings. A fourth building, Blenheim House, which is situated round the corner from the main premises, can be accessed via stairs or a lift in the Marlborough Place buildings. At the last full inspection the school only occupied the fourth floor of Blenheim House where the platinum centre and the teacher training centre are based. Since 2013 the school has had the use of the second floor, providing more classrooms and administration offices for the accommodation and welfare department, and the St Giles junior courses department. Other floors are occupied by commercial tenants.</p> <p>In total the school has 43 classrooms; six in the platinum centre, seven on the second floor of Blenheim House and 30, including one computer room, in the Marlborough Place buildings.</p> <p>Two of the Marlborough Place buildings are owned by St Giles. The third building and the two floors of Blenheim House are leasehold. The school also owns a student residence.</p> |

## Student profile

|   | At inspection | In peak week July (organisation's estimate) |
|---|---------------|---|
| Of all international students, approximate percentage on ELT/ESOL courses | 100%          | 100%  |
| <b>ELT/ESOL Students</b> (eligible courses)                               | At inspection | In peak week                                |
| Full-time ELT (15+ hours per week) 18 years and over                      | 379           | 435   |
| Full-time ELT (15+ hours per week) aged 16-17 years                       | 29            | 110   |
| Full-time ELT (15+ hours per week) aged under 16                          | 0             | 0   |
| Part-time ELT aged 18 years and over                                      | 3             | 5   |
| Part-time ELT aged 16-17 years  | 0             | 0   |



|   |                                     |                                     |                          |                          |                          |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| English for specific purposes (includes English for Executives) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### Comments

General ELT, including exam preparation courses, accounted for approximately 94% of student weeks delivered in 2014. The University Foundation Business Course accounted for 0.3% of student weeks and was discontinued in June 2014. Platinum Courses (English for Executives), some of which were one-to-one, and private lessons accounted for 3% of student weeks. Teachers of English Courses accounted for the remainder of student weeks delivered. Students aged 16 or 17 are enrolled on adult courses.

#### Courses running at the time of the inspection

All lessons are for 50 minutes.

General English (GE) for 20 or 28 lessons per week. This amounts to 16.67 hours for 20 lessons and 28.33 hours for 28 lessons. Students can study a GE course of 20 lessons per week in the mornings or afternoons.

General English – English Plus. This course is a combination of GE group lessons plus additional one-to-one lessons.

General English plus English for Business. Students attend 20 GE morning lessons and eight afternoon English for Business afternoon lessons.

General English plus English for Tourism. Students attend 20 morning GE lessons and eight afternoon English for Tourism lessons

General English – examination preparation courses for FCE, CAE and CPE. Standard courses run for between 9-12 weeks. 12 weeks at the time of the inspection. An eight-week FCE fast track course was running during the inspection.

General English – examination preparation courses for IELTS. Students attend 20 IELTS preparation lessons in the morning with the option of an additional eight hours GE in the afternoons.

Platinum courses – English for professionals

These courses are tailor-made for professional people who need to improve their English for their work. Students on the platinum courses study either one-to-one or in small groups with a maximum of five students. The courses are for 20, 25, 30 or 35 lessons per week. Students can also take a Platinum plus course which is a combination of group and one-to-one lessons.

#### Courses not running at the time of the inspection

Teachers of English courses for non-native English teachers. This is a two-week course with 26 lessons per week.

The courses run in April, July and August. The August course is also preparation for module 1 of the Teaching Knowledge Test (TKT). The course combines English language improvement with a study of current ELT practice and methodology.

English plus unpaid internship. There is an internship programme for EU students with Erasmus or Leonardo da Vinci funding and a volunteer internship programme suitable for young professionals, undergraduates and graduates.

A 4–24 week English course is followed by a 4–24 week internship.

#### Accommodation profile

| Number of students in each at the time of inspection (all ELT/ESOL students) |        |           |
|--|--------|-----------|
| Types of accommodation   | Adults | Under 18s |
| <b>Arranged by provider/agency</b>   |        |           |
| Homestay   | 251    | 27        |
| Private home   | 19     | 1         |
| Home tuition   | 0      | 0         |
| Residential  | 29     | 0         |
| Hotel/guesthouse   | 0      | 0         |
| Independent self-catering e.g. flats, bedsits, student houses                | 0      | 0         |
| <b>Arranged by student/family/guardian</b>                                   |        |           |
| Staying with own family  | 0      | 0         |
| Staying in privately rented rooms/flats                                      | 83     | 1         |

|   |     |    |
|---|-----|----|
| <b>Overall totals adults/under 18s</b>  | 382 | 29 |
| <b>Overall total adults + under 18s</b> | 411 |    |

## Introduction

The first St Giles school was established in London in 1955 and the St Giles group remains a family-owned organisation. St Giles Brighton was the second centre to be opened in 1969. The majority of students are recruited through agents. The staffing structure has not changed significantly since the last inspection. A new director of studies (DoS) was appointed in October 2012. She had previously been the ADoS. By the time of the inspection the ADoS team had increased in number to three with one ADoS working full-time and two others, who teach regularly as well as having ADoS responsibilities. An additional registrar has been employed to work in the office. Permanent teaching staff have a 30 hour a week contract and temporary teaching staff are employed on fixed term contracts. The work of the St Giles Educational Trust, a charity attached to St Giles International, includes two areas within the school: the teacher training department and the student residence.

A family course ran for the first time in Brighton in the summer of 2014. The course was organised by the junior courses department and therefore was not included in this inspection. The children had lessons in a nearby library and parents were integrated with adult students in St Giles Brighton.

There were three inspectors for this inspection, which lasted four and a half days. Two inspectors worked for four and a half days and an additional co-inspector for lesson observation worked for three days. During this time the inspectors met together or separately:

- the principal
- the DoS for general English
- the three ADoSs for general English
- the platinum course director (PCD)
- the academic counsellor
- the special educational needs coordinator (SENCO)
- the finance officer
- the senior registrar
- the UKVI compliance officer
- the senior accommodation and welfare officer
- two accommodation and welfare officers
- the member of staff responsible for the bookshop
- the social programme organiser

Focus groups were held with general English teachers and students and with platinum teachers and students. One of the student focus groups was for students under 18.

One inspector visited the St Giles residential accommodation, three homestays and a private home.

## Management

### Legal and statutory regulations

| Criteria                     | See comments                        |
|------------------------------|-------------------------------------|
| M1 Declaration of compliance | <input checked="" type="checkbox"/> |

### Comments

M1 The items sampled were satisfactory.

### Staff management

| Criteria                    | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-----------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| M2 Management structure     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M3 Duties specified         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> |                          |
| M4 Communication channels   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M5 Human resources policies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M6 Qualifications verified  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M7 Induction procedures     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |

|                                 |                          |                                     |                                     |                                     |  |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| M8 Monitoring staff performance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |
| M9 Professional development     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |

#### Comments

M2 The management and administrative structures of the St Giles International Group and of the Brighton school are clear. Reporting lines are shown on the organograms and continuity of the structures is ensured as there are sufficient, experienced staff to deputise when necessary.

M3 The job descriptions for all staff are very clear and reflect the duties being undertaken. They are reviewed during appraisals.

M4 Communication between the school and the wider St Giles international group is effective, with regular meetings and training events. Within the school very regular formal and informal meetings are held for management, administrative and teaching staff. Members of staff reported that communication was excellent and appreciated the truly open door policy of the principal.

M5 The recruitment and appointments procedures of the St Giles group are thorough and well-thought out. Particular attention is paid to the required TEFL qualifications and all permanent teaching staff are expected to be TEFLQ.

M7 All staff are given a handbook when they join the school and teachers have additional teachers notes. Teachers have the opportunity to observe two classes before they start work and the induction is usually given by their academic manager who uses an induction checklist to ensure that all the required information is covered.

Administrative and support staff have an initial induction from their line manager and on-going training during their first few months. They also have the opportunity of work-shadowing in other schools in the St Giles group.

The training is supported by detailed and practical staff manuals.

M8 An annual appraisal system is in place for all permanent and longer serving temporary staff. There was evidence of appraisals having been carried out for teachers and administrative staff. The useful appraisal form provides the opportunity for serious reflection on the past year and the development of an action plan for professional development. There is a thorough observation schedule for teachers. See T11. Administrative staff are monitored by staff from the St Giles group who act as "mystery shoppers" and contact the school with enquiries and bookings. In the case of unsatisfactory performance, staff are initially well-supported but if this support does not lead to improvement, the St Giles group disciplinary procedures come into force.

M9 Opportunities for continuing professional development (CPD) are available for administrative and teaching staff. St Giles International organises annual conferences for managers, DoSs and teachers. Administrative staff have attended external training courses covering a variety of topics including effective communication, time management, adapting language for EFL students and student welfare. Teachers attend an excellent range of in-house teacher development events and external ELT conferences and seminars. See T10.

#### Student administration

| Criteria                               | Not met                  | Met                                 | Strength                            | See comments                        | N/a |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| M10 Administrative staff and resources | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M11 Information on course choice       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| M12 Enrolment procedures               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |
| M13 Student records                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M14 Student attendance policy          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M15 Conditions and procedures          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |

#### Comments

M10 The senior registrar leads a team of registrars. Three new staff have been appointed recently and the very experienced senior registrar is providing general training and training for specific roles, e.g. visas, transfers and internships. All staff are able to handle day-to-day situations in the office. The number of staff has increased by one this year and there are clearly sufficient staff to handle the volume of work efficiently at all times of the year.

M11 The majority of students come through agents, who supply them with the required course information. The office staff are able to provide information on the courses and facilities offered and to advise students who are making direct bookings.

M13 Local and next of kin/emergency contact details are collected when students arrive and then entered on the school database. On the next of kin form students are asked to state their relationship with the next of kin and to indicate whether or not that person speaks English. Electronic and paper records are kept.

M14 The attendance and punctuality policy is explained clearly in the student handbook and on classroom notices. Students are expected to have at least 80 per cent attendance. If attendance of a given student drops below this level there is a staged procedure to warn and then sanction the student. Class attendances are input on the database

weekly. The UKVI compliance officer and the academic management team monitor attendance on a daily basis. M15 The student handbook has a short section on school rules and gives information about some activities that are illegal in the UK. Students are directed to the full St Giles International student disciplinary code on their website. This makes it clear that unacceptable or illegal behaviour may lead to expulsion. The code is also mentioned in the notes for teachers.

### Quality assurance

| Criteria                        | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| M16 Action plan                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M17 Continuing improvement      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M18 Student feedback and action | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M19 Staff feedback and action   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M20 Complaints                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### Comments

M16 The points arising from the previous report have been addressed appropriately.

M17 There is a strong commitment to the review and improvement of all aspects of the work of the school. The St Giles International quality management project (QMP) has been developed to measure and monitor the quality of services provided to students and to evaluate the group's strengths and weaknesses. The QMP is carried out quarterly and is informed by student feedback, teacher observations and "mystery shopper" feedback. The health and safety policy is reviewed annually, annual course reviews are conducted and in 2015 the school produced a development plan based on self evaluation. A safeguarding audit has been carried out by the local children's safeguarding board.

M18 Students have the opportunity to complete online feedback questionnaires in week one of their course and when they leave. They can also talk to their teachers during the fortnightly individual feedback sessions. A student focus group meets twice a year with the principal. Students in the platinum centre are invited to give informal feedback to their teachers or the platinum director throughout their course and complete a formal exit questionnaire. All feedback is collated and analysed in great detail and targets are set for improvement. This analysis informs the review process. Teachers are encouraged to ask their students for informal feedback on a regular basis and use any comments or suggestions to inform the following week's plan.

M19 The St Giles group conducts an annual online staff survey. The principal collates the information and in consultation with the group managing director prepares a response and action plan to present to the staff. The principal's open door policy ensures that he is easily available to see staff who wish to discuss their views about the school. Staff opinions are also actively sought during appraisals. Three times a year the principal holds a staff focus group meeting. It is clear that many of the staff suggestions have been implemented.

M20 The complaints procedure for general English and platinum students is written clearly in the student handbooks and is posted on classroom and general notice boards. Detailed complaints logs are kept indicating who is responsible for any action to be taken and confirmation of the outcome. This information is kept electronically and on paper.

### Publicity

| Criteria                         | Not met                             | Met                                 | Strength                            | See comments                        | N/a                      |
|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| M21 Accessible accurate language | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M22 Realistic expectations       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |
| M23 Course description           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M24 Course information           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input checked="" type="checkbox"/> |                          |
| M25 Cost                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |
| M26 Accommodation                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| M27 Leisure programme            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| M28 Staff qualifications         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M29 Accreditation                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

## Comments

The publicity consists of a website, general brochure and a course dates and prices brochure. These contain information on all the schools in the St Giles group in the UK and abroad. There is a separate brochure for platinum courses. The brochures and additional information are on the website. Publicity is also available on social media platforms.

M21 The language used in publicity is very clear and accurate. It is easily accessible to students at all levels.

M23 Course descriptions give full and detailed information.

M24 The maximum class size of 12 for general English classes is stated, but during the inspection there were three classes where the register indicated that 13 students were enrolled. In two of the classes some students were absent, but in one class thirteen students were present.

M28 Teachers are described as 'well qualified'. As some teachers only have TEFLI qualifications, this is not an accurate description.

M29 The Accreditation Scheme marque containing the additional wording "for the teaching of English in the UK" is not used on one page in the platinum course brochure where activities other than English teaching in the UK are promoted.

## Management summary

The provision meets the section standard and exceeds it in some respects. Staff management is very effective, and communication within St Giles Brighton and the St Giles international group is of a good quality. Student administration is carried out efficiently and is sensitive and responsive to students' particular needs. The quality assurance procedures are sound and students' views are sought effectively and inform the work of the school. The management systems work to the benefit of the students and in accordance with the publicity. *Staff management, Student administration and Quality assurance* are areas of strength.

## Resources and environment

### Premises and facilities

| Criteria                         | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| R1 Adequate space                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| R2 Condition of premises         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| R3 Classrooms and learning areas | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| R4 Student relaxation facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R5 Signage and display           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R6 Staff room(s)                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

## Comments

R1 The school has sufficient rooms for the number of students and staff and provides a comfortable, professional environment.

R2 The buildings are in a good state of repair and cleanliness; they are clearly well maintained.

R3 Most classrooms are well lit, quiet, well heated and ventilated and flexibly furnished, but a few rooms are quite cramped when all the students are attending. The DoS takes this into account when timetabling rooms. However, some students did comment that several classrooms were uncomfortably small.

R4 Since the last full inspection the café has been refurbished and extended. It is located in the basement and offers hot and cold food, beverages, and snacks. The prices are reasonable. This area is also a pleasant place where students can relax. There are other small comfortable areas throughout the school for student use. Students in the platinum centre benefit from the excellent facilities in their exclusive student lounge, where they can relax and work. There are also many cafés and restaurants very close to the school.

R5 Signage is very clear and noticeboards are attractive and well organised, giving useful and up-to-date information.

R6 The staff room on the ground floor is used mainly by the general English teachers. In response to suggestions from the teachers the room has recently been expanded by adding an extra room and there is now sufficient space. Teachers in the platinum centre do not have a designated staff room, but were quite satisfied with the space in the centre and usually use their classrooms for preparation and marking. The student lounge is sufficiently spacious for staff and students to relax in. All teachers have the use of an additional quiet preparation room on the second floor.

## Learning resources

| Criteria                         | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| R7 Learning materials            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R8 Resources for teachers        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R9 Educational technology        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R10 Self-access facilities       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R11 Library/self-access guidance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R12 Review and development       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |

### Comments

R7 General English students buy a coursebook from the bookshop in the school. In some circumstances, e.g. short stay students and those who join a course near the end, students can borrow a course book on payment of a deposit. All students following platinum courses are given a course book appropriate for their individual needs. Teachers can supplement course books with published materials, materials they have created themselves and authentic materials. Students have access to a range of graded exercises on the St Giles e-learning zone and teachers regularly inform students of useful websites with self-study materials. Other materials, including newspapers, are available in the private study centre (PSC).

R8 There is a good stock of materials for general English and platinum teachers. They reported that they are very satisfied with the resources available. All resources are very well maintained and organised. Teachers can also store and access materials on the networked teachers' drive. There is a photocopier in the general English staffroom and one in the platinum centre. All the staffroom laptops automatically print to the photocopier. Should the need arise other copiers are available on the premises.

R9 Wi-Fi is available throughout the school. All classrooms have interactive white boards (IWBs). Listening materials are played either through the IWB or on a CD/radio player. There are nine laptops, a printer and scanner in the general English staff room and three additional PCs in the quiet preparation room. In the platinum centre there are some tablets for classroom use. Students have access to 13 PCs in the computer room when it is not been being used as a classroom and to 15 laptops in the PSC. Teachers can book the PSC for classes when they wish to use the laptops. A digital camera and a portable projector and screen can be booked by teachers for use in class. New teachers are trained in the use of the technology as part of their induction and IT technicians give appropriate support.

R10 The PSC is a spacious, quiet self-study area where students can do homework or prepare for examinations. In addition to the 15 laptops, there is a stock of exam practice materials, dictionaries, CDs/DVDs and current newspapers, all of which are to be used within the PSC. Students are able to borrow graded readers and some coursebooks and skills books which are not being used by teachers. The PSC is staffed by advanced level EFL volunteer students who make sure that the materials are well-organised.

R11 The volunteers help students find the materials they need.

R12 Teaching and learning resources are reviewed very thoroughly during the course review process. Recently the DoS conducted a survey to clarify which coursebooks teachers would prefer for each level. In response to student feedback the afternoon programme for full-day students has been restructured and is now topic based. Relevant materials have been purchased. Teachers reported that they felt that any reasonable requests for new resources were usually met with a positive response.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises, the learning and teaching resources and the educational technology enhance the studies of students enrolled and offer a professional environment for staff. *Learning resources* is an area of strength.

## Teaching and learning

### Academic staff profile

| Criteria                              | Not met                  | Met                                 | Strength                            | See comments                        | N/a                                 |
|---------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| T1 General education (and rationales) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            |                                     |
| T2 ELT/TESOL teacher qualifications   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| T3 Rationales for teachers            | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

|                                      |                          |                                     |                                     |                                     |                                     |
|--------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| T4 Profile of academic manager(s)    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| T5 Rationale for academic manager(s) | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

#### Comments

T2 The academic staff profile is very sound with a substantial number of teachers who have diploma-level qualifications. All the permanent general English teachers and the platinum centre teachers are TEFLQ. Three of the permanent TEFLQ staff also have relevant master's degrees.

T4 All members of the academic management team are very well qualified, with substantial relevant experience.

#### Academic management

| Criteria                       | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|--------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| T6 Deployment of teachers      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T7 Timetabling                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| T8 Cover for absent teachers   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| T9 Continuous enrolment        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T10 Support for teachers       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T11 Observation and monitoring | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

#### Comments

T6 Deployment of teachers is carried out by the DoS and the PCD in consultation with the teaching staff. It is a negotiated process, taking teachers' preferences and availability into account. All teachers are encouraged to develop their experience by working on a range of courses. Newly qualified teachers are initially given a lighter teaching load and share a class with a more experienced colleague. The PCD matches teachers to clients once the pre-arrival online questionnaire and test have been received.

T7 Timetabling for the general English provision is complex and can change from week to week depending on the number of new students. The final placement of students is carried out efficiently by the DoS, who then allocates teachers and rooms appropriately.

T8 The school has a pool of experienced external teachers to cover classes and existing teachers can be called on when they are free. Cover can also be provided by the academic management team. Forward weekly plans and records of work are available for cover teachers. The arrangements were seen to work satisfactorily during the inspection.

T9 The GE teaching timetable is organised in such a way that new students will be able to fit in academically; courses are organised in two-week blocks and each week is self-contained. Teachers are informed in advance about the new students who will be joining their class and given the results of their placement tests. Revision and recycling activities are regularly planned to help new students.

T10 New teachers have a useful induction period. They are supported by a more experienced colleague - a "buddy" - and are given the teacher's handbooks (in-house these are referred to as notes for teachers.) All teachers feel very well supported by the principal and their academic managers, and there is a clear and comprehensive teacher development policy. General English teachers and platinum teachers have very practical weekly/fortnightly development sessions respectively. Topics are suggested by teachers or are chosen as a result of lesson observation. Developmental lesson observations are carried out by members of the academic management team once or twice a year. Teachers are encouraged to attend local and national training events and to report back to colleagues. Expenses are paid for attending external events. Temporary teachers who have TEFLI qualifications are also encouraged to gain diploma-level qualifications; some financial assistance is available. The St Giles international group holds annual conferences for academic managers and for teachers. Some permanent teachers are timetabled to have the equivalent of two free lessons per week to engage in an area of research and development or to prepare teacher development sessions. Rounds of peer observation take place twice a year. The notes for teachers contain useful methodology for teachers of general English and those in the platinum centre. In the teachers' quiet preparation room there is a range of professional magazines and a good stock of methodology books.

T11 New teachers are observed in their first week and have a follow-up observation in the same month. Since the last full inspection the St Giles group has introduced a more formal system of graded lesson observations undertaken by teacher trainers from other St Giles schools. Feedback is given and an action plan for future development is agreed. An annual appraisal system is in place for all permanent and longer serving fixed-term contract teachers.

### Course design and implementation

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| T12 Principled course structure   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T13 Review of course design       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T14 Course outlines               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T15 Study and learning strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T16 Linguistic benefit from UK    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |

#### Comments

T12 The course design of all courses has at its core a learner centred approach and an emphasis on learner independence. The general English morning course is based on a coursebook and a very detailed syllabus planning guide with a breakdown of skills and sub skills and the “can do” statements for all the Common European Framework of Reference (CEFR) levels. Teachers are advised to use the book for about 60 per cent of the course and to use supplementary and authentic materials. However, there was little use of authentic materials in the lesson segments observed. The tourism and business courses have a syllabus and coursebooks and supplementary materials are used. After a needs analysis teachers try to strike a balance between individual needs and the needs of the group. This is done through regular discussion and negotiation with the whole class. For students on a full-day general English programme the afternoon classes are based on set topics and teachers are supplied with relevant resources for every level. Each client studying in the platinum centre has a study programme, which is specifically tailored to their personal needs as identified in the pre-arrival needs analysis and level test.

T13 It is clear that the school development plan contains suggestions for improvements in aspects of course design, for example a syllabus for the business course and changes to the IELTS course. The introduction of a very thorough annual review of all courses offered has given the academic managers and teachers a formal opportunity to review course design and act on the recommendations and solutions which have emerged. Many of the suggested changes have been implemented.

T14 The teachers’ weekly plans are displayed in classrooms and students in the platinum centre are given their own copy which is discussed with the teacher on a daily basis.

T15 Although there are very practical sections on developing learner autonomy and study skills in the notes for teachers and learner training is included in the syllabus, there was little evidence of learner training in the lesson segments observed. Students are encouraged to record new language in a systematic way and sets of dictionaries are available for use in class. The student handbook also gives students advice about how to be a good language learner. The PSC centre has some self-access materials.

T16 Teachers encourage students to use the St Giles e-learning zone and other self-study materials on the internet. The St Giles website provides students with a comprehensive list of relevant websites. Students are made aware of the leisure programme and teachers emphasise that by participating they will be able to practise their English outside the classroom. The student handbook suggests that students should watch films and TV and read newspapers. Students in the platinum centre have the opportunity to socialise with their teachers outside the classroom and are given post course guidance on how to continue practising their English after the course.

### Learner management

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| T17 Placement and level           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T18 Monitoring students’ progress | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| T19 Examination guidance          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T20 Assessment criteria           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| T21 Academic reports              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| T22 Information on UK education   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

#### Comments

T17 The placement procedures for general English and platinum students are efficient. General English students complete a written test and have a structured oral interview on the first day. Platinum students complete an online test before they arrive so that they can begin lessons from the start; this is followed up with a day one assessment by the teacher to confirm the student has been correctly placed.

T18 On general English and platinum courses student progress is assessed in a variety of ways through continuous assessment and regular homework. General English students have progress tests with results recorded and a fortnightly one-to-one feedback session with their main teacher, who highlights areas where the student has made

progress and makes recommendations for further study. There are optional level assessment tests in week eight and exit tests when students leave. The placement test, the level assessment test and the end of course test have the same format, providing an accurate measure of a student's progress. Platinum students have feedback sessions with their teachers to discuss progress and are also offered the opportunity to take level tests, and at the end of their course they complete a survey to ascertain what progress they have made in terms of their specialist skills.

T19 Students can prepare for Cambridge examinations and IELTS. Those who want to take an examination are asked to take a barrier test to ascertain which would be the most appropriate examination for them. The DoS advises students.

T20 Students taking examinations are provided with descriptions of the assessment criteria by their teachers.

T21 A general student report is given to all students. The report gives details of attendance and summarizes the student's starting level and the level achieved by the end of the course. If requested, specialised reports can be written for agents, parents, employers or sponsors. On request platinum students can receive a lengthy report detailing the course content and resources used, the progress made in grammar, vocabulary and the four skills, and ideas for further language development.

T22 Students benefit from excellent guidance with regard to entering mainstream UK education. The experienced academic counsellor is available by appointment every afternoon and has sufficient time to fully support students. He gives guidance and helps with higher education applications.

### Classroom observation record

|   |   |
|---|---|
| Number of teachers seen   | 45  |
| Number of observations  | 45  |
| Parts of programme(s) observed  | General English and English language training for professionals in the platinum centre. |
| Comments  |   |
| Two teachers were not observed. In both cases the teachers were not present at the times they were due to be observed and it was not possible to make alternative arrangements. |   |

### Classroom observation

| Criteria                                | Not met                  | Met                                 | Strength                            | See comments                        | N/a |
|---|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| T23 Linguistic systems of English       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T24 Appropriate language                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T25 Planning content                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T26 Coherent and relevant activities    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T27 Classroom management                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T28 Teaching techniques                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T29 Student engagement                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T30 Sensitivity and learning atmosphere | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| Comments                                |                          |                                     |                                     |                                     |     |

T23 Most teachers presented accurate oral and written models of the language showing a sound knowledge of grammar, lexis and phonology. A few teachers, however, paid little attention to word stress or word classes and seemed unaware of pronunciation issues.

T24 Language was carefully adapted to meet the requirements of students at all levels. The needs of students in one-to-one and small group lessons were well analysed and identified. This led to some useful differentiation strategies, but in the larger classes teachers did not always plan for differentiation.

T25 All lessons were planned with care and were appropriate to the needs of students and course objectives. The topics chosen were appropriate and of interest to the students. Although teacher aims were expressed clearly, some plans failed to focus on learner outcomes.

T26 The majority of lesson plans showed thematic coherence and clear progression from easier to more complex tasks. Revision, recycling and homework activities were planned.

T27 In most cases the teachers managed the classroom environment competently. A range of resources was used: IWBs, a data projector, conventional white boards (CWB) and mini white boards. Handouts and worksheets, some of which were teacher-prepared, contained relevant activities and tasks. In weaker segments the IWBs and CWBs were not well organised and the handwriting was unclear and untidy.

T28 A range of appropriate teaching techniques was seen. There was good nomination and elicitation of language and ideas. There was some work on pronunciation through choral and individual drilling, but this was usually only at

word level. In the better segments there was excellent use of stress and word class marking. Vocabulary was not well presented in a few lesson segments, relying mostly on definition as opposed to illustrating in context and checking concepts. Opportunities for the correction of grammatical and phonological errors and for subsequent practice were sometimes missed on occasions when it would have been appropriate. In many lesson segments there was little self or peer correction.

T29 In stronger segments there were clear instructions and checking of students' understanding. Most lessons were conducted at a good pace. Students were fully engaged most of the time, participating in pair and group work enthusiastically. There was good monitoring of the pair and group activities. In weaker segments teachers sometimes gave minimal instructions and did not check understanding or give demonstrations. In a few instances excessive teacher talking resulted in a teacher-centred approach and a lack of pace.

T30 The inspectors received very positive feedback from the students about their teachers, their progress and the atmosphere in their classes. Teachers showed sensitivity to the whole class and to individual students, and gave students opportunities for personalisation whenever possible and appropriate. An element of humour contributed to a positive learning atmosphere in most lessons and to a good rapport between students and teachers.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from very good to satisfactory, with the majority of lesson segments judged to be good or very good. Lesson plans had been carefully prepared, teaching techniques were appropriate and resources were used to good effect. Generally teachers handled classroom management effectively and established a positive learning atmosphere. Students were very positive about the teachers and the teaching. Weaknesses in a few segments observed included ineffective vocabulary teaching and missed opportunities for correction.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teaching observed met the requirements of the Scheme. The academic staff profile is very sound with a substantial number of teachers who have diploma-level qualifications and the academic managers are well qualified with sufficient relevant experience. Teachers are given a very good level of support to ensure that their teaching meets the needs of their students. Lesson observation and appraisals take place annually. Course design is well thought out. Student placement and monitoring of student progress is handled efficiently. Programmes of learning are managed for the benefit of students. *Academic staff profile, Academic management, Course design and Learner management* are areas of strength.

## Welfare and student services

### Care of students

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| W1 Safety and security onsite     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| W2 Pastoral care                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| W3 Personal problems              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| W4 Dealing with abusive behaviour | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| W5 Emergency contact number       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> |     |
| W6 Transport and transfers        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |
| W7 Advice                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| W8 Medical and dental treatment   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            |     |

### Comments

W1 Students' safety and security on the premises is taken very seriously. It is thoroughly covered by clear policies, including internal risk assessments and an emergency and first aid policy. The principal does a daily round of the premises and any safety issues are noted in the weekly health and safety and maintenance log and followed up on. Actions are also recorded there. Physical security measures are good: there is a staffed reception desk at the main entrance. Students have ID cards and are required to wear wristbands. Visitors and contractors sign in and are issued with visitor passes on a lanyard. There is CCTV surveillance in both the school premises and the residence. Different parts of the building are protected by doors with coded locks. Students in the St Giles residence are also well protected. Entry for students is by a key fob, for staff by a code. There is a staffed reception desk and a 24-hour warden presence. The three wardens are first-aid trained and act as fire marshals. Fire safety is well taken care of in the main school and the residence. A private company tests alarms and extinguishers regularly. Evacuation drills

are arranged twice a year, but tend to happen more frequently because of false alarms. Students are briefed on fire safety at induction. The student and staff handbooks give full and appropriate information about safety and security. W2 Pastoral care is well provided. Students are informed about the accommodation and welfare team at induction, but it is often teachers who are the first providers of care through fortnightly one-to-one tutorials with the main class teacher. Counselling is available to long-term students and there is a newly-appointed special educational needs coordinator, to whom students can self-refer or be referred by a teacher. So far it has been mainly medical needs, such as allergies, which she has dealt with, but it is envisaged that the role will eventually support students with learning difficulties and sensory impairments. The accommodation and welfare team is available to support all students. Special needs arising from religious observance are taken account of in the placement of students in homestays and during Ramadan; Muslim students in homestays are able to request their evening meal after sunset. W3 The accommodation and welfare team are clearly identified in the student handbook and notes for teachers, as well as at induction.

W4 The school makes it clear in a number of ways that certain types of behaviour are unacceptable and that they carry consequences. There is a laminated poster in every classroom about racism and bullying, which is expressed in accessible language. The student handbook includes an anti-bullying and harassment statement and a disciplinary code which spells out possible consequences. There is also a range of well-produced posters about different forms of unacceptable behaviour, such as cyber-bullying, sexual exploitation, extremism and child abuse. These are appropriately placed in the area where students under 18 sign in.

W5 The emergency number is given on the student ID card, on the wristband and in the student handbook. Students are also given the emergency number in advance of arrival with their flight confirmation letter.

W7 This advice is well covered by the student handbook, which also has helpful information on telephones, the post and transport.

### Accommodation profile

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

The school arranges accommodation in homestays, private homes, a student residence, hotels and bed and breakfasts. At the time of the inspection, all these forms of accommodation were in use, with the exception of hotels and bed and breakfasts. The great majority were in homestays, which are categorised as standard and superior plus. A small number were in private homes, which offer the same service as homestays but accept more than four students. The new student residence, which has a capacity of 30, was almost full. One inspector visited two standard and one superior plus homestays, one private home and the student residence.

#### Accommodation: all types

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| W9 Services and facilities        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W10 Accommodation inspected first | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W11 Accommodation re-inspected    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W12 Accommodation registers       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W13 Information                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W14 Student feedback              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W15 Meals in homestay/residences  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

#### Comments

W9 All the accommodation visited offered a comfortable living environment and in the case of the superior plus homestay and the student residence the facilities and services were very good.

W10 Inspections are made by experienced, trained staff using a comprehensive checklist.

W11 Re-inspections are carried out by experienced, trained staff. Student feedback is collated and shown to the host at the re-inspection.

W12 Comprehensive information is kept on each home and the host, including student feedback. Comments from re-visits are also included.

W13 This information is given accurately. However, the only information about the location is the address and post code of the homestay.

W14 The accommodation and welfare team is clearly identified. Week one questionnaires are first checked by the DoS, and then referred to the accommodation and welfare team so that action on problems can be taken, as appropriate. Records of action taken are kept on the electronic system. Fortnightly tutorials with the main class teacher may also flag up problems. It is clear that problems are taken seriously and dealt with sensitively and promptly.

**Accommodation: homestay**

| Criteria                        | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|---------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| W16 No more than four students  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W17 Rules, terms and conditions | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W18 Shared bedrooms             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W19 Students' first language    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W20 Language of communication   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W21 Adult to welcome            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |

**Comments**

W17 Hosts sign a hospitality agreement, which includes full and clear information about rules, terms and conditions and is kept up to date. It is clear that hosts are familiar with the rules.

**Accommodation: residential**

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

**Comments**

W22 Common areas are cleaned by the warden every day. Bedrooms are cleaned every week. The residence was very clean when visited.

W23 All three wardens are first-aid trained and one is always on duty when students are present. There is clear information on noticeboards, in joining information and in the student handbook about how to access health care through the NHS. There is an emergency telephone on each floor. Brighton's main accident and emergency hospital is nearby.

**Accommodation: other**

| Criteria                    | Not met                  | Met                                 | Strength                 | See comments             | N/a                      |
|-----------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| W24 Information and support | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| W25 Other accommodation     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                      | <input type="checkbox"/> | <input type="checkbox"/> |

**Comments**

None.

**Leisure opportunities**

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

**Comments**

W26 Students are provided with a wealth of information about social, cultural and sporting events and activities, both in the school, locally in Brighton and nationally. The student handbook and the platinum welcome pack include well targeted information. There is a noticeboard and displays of leaflets in the study centre. A weekly programme is posted in each classroom and teachers draw attention to it. There are posters in the student café about trips and excursions, which can be arranged through the school. Platinum students are informed by the director.

W27 Both the main school and the platinum centre provide well-organised leisure programmes. The main school's programme comprises a weekly programme of afternoon and evening activities, which are arranged by the social

organiser, who also teaches. The activities are varied and well suited to the interest of the students. Most activities are led by teachers, who opt in through a rota. Weekend trips and excursions are arranged through the school, but run by a private company. The school also arranges its own additional weekend activities. Teachers are encouraged to develop their own ideas for activities, such as a weekly speaking club. The platinum centre offers its students a weekly activity, which is usually a meal out with a teacher, plus a fortnightly excursion. One-to-one students have lunch out with their tutor at the end of their course.

W28 There are activity-specific risk assessments, which the teachers are familiar with and sign off before leading an activity. However, the risk assessments do not cover risks associated with language misunderstandings and with groups that may include both adults and under 18s.

W29 Most activities are directed by teachers, whose experience and training are appropriate for the great majority of activities. Football is directed by one experienced teacher, who takes a first-aid kit with him. However, he is not first-aid trained.

### **Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure opportunities are well met. The accommodation is comfortable and appropriate. The accommodation systems work to the benefit of students. *Care of students* and *Accommodation* are areas of strength.

### **Care of under 18s**

| Criteria                  | Not met                             | Met                                 | Strength                            | See comments                        | N/a                      |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| C1 Safeguarding policy    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C2 Guidance and training  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C3 Publicity              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C4 Recruitment materials  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C5 Suitability checks     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C6 Safety and supervision | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| C7 Accommodation          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C8 Contact arrangements   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

#### **Comments**

C1 There is a comprehensive, detailed, practical policy, which is well suited to the age range of the students. It is well supported by related documents, such as the abusive behaviour policy, the student disciplinary code, the staff disciplinary procedure and the emergency and first aid policy. The policy includes safe recruitment checks and the responsibilities of named staff are clearly specified.

C2 The policy is made available in full form to staff and there are abridged versions for teachers and hosts. Staff induction covers safeguarding and all staff are trained up to at least Level 1, with key management and welfare staff being trained to Level 2. However, notes for group leaders do not cover safeguarding.

C3 There is detailed information about pastoral care in a separate section for under 18s on the website. This includes generic information for all centres, notes for parents and guardians and centre-specific advice with downloadable travel consent and curfew forms. The safeguarding policy can also be downloaded.

C4 Although the safeguarding policy covers safe recruitment checks, prior to appointment applicants are only informed that appropriate suitability checks will be required. They are not informed that references will be followed up, that gaps in CVs must be satisfactorily explained, that proof of identity and qualifications will be required, nor that reference requests will ask specifically whether there is any reason that they should not be engaged in situations where they have responsibility for persons under 18.

C5 Enhanced DBS checks are required for all staff and homestay hosts. The taxi company and tour company that the school uses employ DBS-checked drivers. Appropriate police certificates of good conduct are required for teachers who have been working abroad.

C7 Students under 18 are only accommodated in appropriately checked homestays, unless with parental permission to stay elsewhere.

### **Care of under 18s summary**

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. However, guidance

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for group leaders is not sufficient and some safer recruitment procedures are not followed.

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