

Organisation name	St Giles International Eastbourne
Inspection date	29–30 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. The period of review to be ended by a spot check focusing on Safeguarding under 18s, P1 and W9.

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The summary statement has been withdrawn and should not be used.

Introduction

St Giles International Eastbourne is a well-established school within the family-owned St Giles International group. The school, located near Eastbourne's town centre and a short walk from the beach, offers 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.

In November 2023, the previous principal transitioned to an acting principal (AP) role at St Giles Brighton, leading to the appointment of the director of studies as AP of the Eastbourne school. Subsequently, an experienced teacher was appointed to the assistant director of studies (ADoS) position. These changes have occurred alongside changes in various administrative roles throughout 2023 and 2024.

The inspection, conducted by two inspectors, involved meetings with key school personnel, including the AP, ADoS, student services officer, the social programme organiser, the accommodation and welfare officer, and the homestay visitor. Additionally, focus group discussions were held with teachers, adult students, and students under the age of 18. Seven of eight teachers who were timetabled during the inspection period were observed. One inspector conducted virtual visits to three homestays.

Address of main site/head office

13 Silverdale Road, Eastbourne BN20 7AJ

Description of sites visited/observed

The school is located in a Victorian house, set back from the road in a residential area of Eastbourne, close to the seafront and a ten-minute walk from the town centre. On the ground floor there is a reception, café, male and female toilets, classrooms, and student self-access and relaxation area. There is a principal's office on the first floor and there is an office for the director of studies on the third floor. The teachers' room is also located on the third floor and consists of a room for relaxation and another room with computers and resources. Further toilet facilities are available on the first and second floors. There are 20 classrooms in total, varying in size. Seven classrooms are housed in the extension along the length of the garden. Two chalet-style buildings at the end of the garden house classrooms which are mainly used for the junior courses and during busy periods.

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 type="checkbox"/>	<input 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 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. English for business courses are available on an ad hoc basis during peak enrolment periods.

Management profile

The school's operations are overseen by the AP, who holds ultimate responsibility for areas including finance, premises, recruitment, human resources, and daily management. The AP reports directly to the managing director of the St Giles group. Support is provided by the ADoS, student services officer, accommodation and welfare officer, and social programme organiser.

Accommodation profile

The school offers accommodation in homestays, and partners with a small number of local hotels. There is a small self-catering option within 25 minutes walking distance of the school, offered by the homeowner for up to five students who want a more independent alternative to homestay.

Under 18s are only offered homestay accommodation. All homestays are managed by the school. The school's partner hotels cater for a range of budgets.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation, although some safety and security measures are inadequate. A very good range of learning resources is available, appropriate to the age and needs of the students. Teachers are provided with a very good range of materials and resources to support learning. *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 professional profile which is very well matched to the context. Teachers and students receive very good 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

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 range of comfortable, friendly and conveniently located accommodation which, overall, is well managed. The leisure programme is well designed, varied, and well managed. *Care of students* and *Leisure opportunities* are areas of strength.

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 and 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	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
Comments	
M4 There are regular minuted meetings at school and group levels. There is very good formal and informal communication in the school through a range of channels. Staff feel well informed and engaged. 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.	
Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and 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.	Met
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.	Met
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 The school has highly effective policies and practices in place to promote staff well-being. Staff feel very well valued and supported. M13 There are well-established procedures in place for CPD. There is a budget available and evidence that all staff are highly engaged with professional development.	
Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 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	
M16 The enrolment process is clear and comprehensive and can be dealt with in school or through central admissions. Systems for checking in on student well-being upon arrival at the school are thorough and effective.	
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. In addition to maximum class size, average class size is stated on the website but the information given is not consistent.

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.

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.	Strength
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.	Strength
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.	Met

Comments

P1 The premises risk assessment for the main school does not identify or address risks in relation to access and security.

P2 The premises are in a good state of repair and well maintained. There is evidence that thought has been given to making the premises a very amenable environment for students and staff.

P4 Student common areas including the garden are very comfortable and welcoming. There is a student cafe which is popular and sells healthy good value food and drinks.

P5 Signage is clear and consistent and creates a sense of identity. Noticeboards are visually attractive, informative and up to date.

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. There is good access to computers for teachers to use in classrooms and in the resources room.

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.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
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 to experience, appraisal records and in-depth conversations that teaching staff have with the AP. Timetabling is sensitive to student and teacher needs.</p> <p>T5 Cover is planned well in advance by the AP. The cover teacher has clear and detailed information about the class and the lesson to be taught ensuring that disruption is kept to a minimum.</p> <p>T8 The AP and ADoS ensure that there are high levels of day-to-day support in place for teachers. This includes daily check-ins with every teacher, an open-door policy, and meetings with teacher-generated agendas.</p> <p>T9 A wide range of observations take place for a variety of purposes including drop-in, appraisal-based 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 CPD provision is based on whole school and individual teacher's needs. There is a good range of in-house CPD as well as opportunities across the St Giles group, and external courses. Staff are consistently supported in identifying and undertaking training. Peer observation and teacher-led expert sessions are part of the school's professional development programme.</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 area 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.	Met
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 virtual learning environment 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. Teachers can discuss students' needs during tutorials, and adjustments are consistently made in a supportive way.		

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Morning and afternoon general English classes.
Comments	
Seven of the eight teachers working during the week of 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.	Met
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.	Strength
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 In general, the language used for illustration, explanation and exemplification was appropriate to the students' level. In the majority of classes, there was good support for pronunciation including phonemic script, stress marks and good modelling and meaning was effectively clarified with the use of examples and context.

T20 In all classes, detailed class profiles demonstrated an in-depth awareness of individuals' and classes' strengths and needs. Students' learning needs were consistently identified and catered for. Lesson plans and procedures were adjusted accordingly.

T21 Intended learning outcomes were made known to students in all classes, and there was a clear link between outcomes and class activities. In most classes, there was good movement from the familiar to the new, and activities were well sequenced.

T22 Teachers employed a range of techniques with confidence. There were good examples of elicitation, prompting, nomination, and effective instruction giving. In a large minority of cases, teachers used games and competition to enhance learning.

T23 Nearly all segments observed demonstrated expert use of visual resources including the whiteboard and interactive whiteboard. Materials were engaging, and teachers managed classroom seating arrangements very well.

T24 Teachers corrected students' language and gave useful feedback on their 'performance' during the lesson. Praise was used effectively, and most teachers monitored students well during activities. In stronger segments, there were good examples of peer and self correction.

T25 Teachers provided good opportunities for students to demonstrate their ability to use recently learned language. Students were made aware of how their learning would be assessed.

T26 Teachers skilfully took into account and managed the differing learning needs of students. Learning was personalised and motivating for students. There was a warm inclusive environment in all classrooms.

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.	Met
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

W2 The provision for student well-being in the school is comprehensive and effective. Clear welfare information is available to staff and students, issues are recorded and communicated effectively, and there is a pastoral element included in the two-weekly tutorials. A member of staff is trained as a mental health first aider and holds a weekly drop-in session for students that is widely promoted.

W3 Tolerance and respect feature strongly in the school's ethos and an inclusive culture is fostered through a range of activities and displays. There is a very clear inclusion and diversity policy.

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

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.	Not 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 has an accommodation offer that provides a comfortable living environment for students. This was borne out in feedback from student focus groups and from consistently positive student feedback. Students are mostly accommodated within the school's homestay provision and students commented very positively on their hosts, many of whom have been with the school for a considerable time.

W9 Although a system is in place for updating safety checks and conducting regular visits to homestay hosts, some gas safety certificates were not in place. No fire risk assessments and safety checks had been undertaken for the self-catering student house.

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	Area of strength
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.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	

W19 The school provides extensive information about social, cultural and sporting events. The social programme organiser visits classes every week to promote the programme and provides excellent additional support and advice where required.

W20 There is a wide range of leisure activities available appropriate to the age and range of interests of the students. Students are regularly asked for their feedback and suggestions, and the programme is adapted accordingly.

W21 The leisure programme is devised and implemented by a named leisure organiser who is very experienced and has worked at the school for some time. All activities are well resourced, well researched and well prepared and staff receive a clear itinerary and are well briefed. Maps and interesting information are provided for students. An external provider organises weekend excursions and clear communication channels with the school are in place. W22 Written risk assessments are provided for all activities and are appropriately specific to the context and the group composition. Appropriate information as to how to respond to specific situations is provided and a trained first aider is always present. All students sign up via a QR code and staff have an itinerary and associated risk assessments. A systematic approach is taken to update risk assessments after each activity.

W23 Activities are led by a highly experienced member of staff who provides comprehensive induction, monitoring and support for other staff. Risk assessments are checked for specialised off-site activities and excursions.

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.	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 has 16 and 17 year-olds on adult course or in separate groups. It also has students aged 14 or 15 in groups with 16 or 17 year-olds but at times on adult courses. A rationale is provided for these students when they are enrolled on adult courses. At the time of the inspection, there were 10 students aged 16 and 17, two 14 and two 15 year-olds. At peak times approximately 150 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 with adults.

S4 References for some homestay hosts who host under 18s are not in place. One of the homestay hosts visited did not have 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.

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	1986
Last full inspection	April 2019
Subsequent checks/visits (if applicable)	N/a
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 London Highgate, St Giles Brighton, 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
Ownership	Name of company: St Giles School of Languages Limited Company number: 596651
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	N/a

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	49	80
Full-time ELT (15+ hours per week) aged 16–17 years	10	85
Full-time ELT (15+ hours per week) aged under 16	4	65
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	63	230
Adult programmes: advertised minimum age	14	14
Adult programmes: typical age range	16–25	16–25
Adult programmes: typical length of stay	6 weeks	6 weeks
Adult programmes: predominant nationalities	Swiss, Saudi Arabian	Swiss, Saudi Arabian
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	3 weeks	3 weeks
Junior programmes: predominant nationalities	Spanish, Italian, Swiss	Spanish, Italian, Swiss

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	20
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

During the week of the inspection, the ADOS taught 12 hours. During a typical week, she teaches approximately 8 hours per week, with a reduced teaching load during peak weeks.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	4
TEFLI qualification	4
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	8
Comments	
One teacher is the ADOS.	

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	35	14
Private home	0	0
Home tuition	0	0
Residential	3	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s	49	14
Overall total adults + under 18s	63	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, W9 and Safeguarding under 18s have been addressed.