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| Organisation name | St Giles International Eastbourne |
| Inspection date | 30 April – 1 May 2019 |

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

| Recommendation |
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| We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S5 have been addressed. |

Summary statement

The British Council inspected and accredited St Giles International Eastbourne in April 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s (14–17).

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

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

Introduction

St Giles International Eastbourne is a well-established school within the family-owned St Giles International group. Head office is located in the London Central centre.

The school offers general English, English for specific purposes (ESP), and examination preparation courses to adults and young people (16+). Following a recent change in school policy, groups of juniors (14–15 years) who had previously joined adult classes, are now taught in closed groups at two set periods during the spring and summer.

Over the last year, there have been some changes in the administrative staff team; a new accommodation and welfare officer was recruited in 2018 and the registrar's maternity leave is being covered by the assistant director of studies (ADoS). Her role is in turn being covered by a senior teacher. A new principal was appointed in February 2019.

Two inspectors visited the school and the inspection lasted just under two days. Meetings were held with the principal, the director of studies (DoS), the accommodation and welfare officer (AWO), the student services officer (SSO), the registrar and the finance officer. Focus group meetings were held with the teachers and a group of students, including under 18s. All teachers timetabled during the inspection were observed.

One inspector visited three homestays. The residence was not in use and the owner was unavailable.

Address of main site/head office

Main site: 13 Silverdale Road, Eastbourne BN20 7AJ
Head office: 154 Southampton Row, London WC1B 5JX

Description of sites visited

St Giles International Eastbourne 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, a relaxation and games room and a computer room with language laboratory. The principal has an office on the first floor and the DoS has an office on the second floor. The teachers' room has recently been moved from one of the outside buildings to the second 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 floor. There are 21 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The school offers courses for students aged 14+; 16–17 year-olds are enrolled on adult courses and 14–15 year-olds are enrolled on courses for junior groups (14–17) which take place twice a year in the spring and summer. The majority of the provision offered is general English, including exam preparation. English for business courses run occasionally during busy periods. Students can choose to study in the mornings or afternoons for 20 lessons (16.7 hours), or to have full-day courses of 28 lessons a week (23.3 hours).

Management profile

The school is run by a principal, who reports to the managing director of the St Giles group. The principal is responsible for financial oversight, premises, recruitment and human resources policies for the St Giles International Eastbourne school, as well as day-to-day management. She is supported by the DoS and the acting ADoS, the student services officer, the accommodation officer, the finance officer and the acting registrar.

Accommodation profile

The school offers accommodation in homestays, private homes, a self-catering student residence with five ensuite rooms, and three hotels.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. 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 clear, communication is very good and staff development is managed very effectively. *Student administration, Strategic and quality management and Staff management* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A wide 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 students and staff where needed. *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 very strong professional profile. Course design is appropriate to the needs and type of learner. Learner management is very effective. Teachers receive very good support, and the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. The *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. There are good safety and security measures in place and students are looked after well. The accommodation provided is appropriate and well managed in general. The social programme is varied and responsive to the needs of the students. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standards. 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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

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| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Strength |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | 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

M2 Short and longer term goals are made very clear to all staff and are documented in the form of a school development plan, a working document which is updated and reviewed following team meetings and feedback from staff and students. It is available on shared computer drives and staff are encouraged to view it and comment.

M3 The structure of the organisation is clear. Job descriptions and handbooks ensure that staff can be covered efficiently. Roles are made clear to students and staff by a photoboard and 'who to see' posters. The administration team work in close proximity and it is evident that they understand each other's roles and are able to offer support and cover when necessary.

M4 Communication within the school and with the wider organisation is very effective. A range of meetings regularly takes place among the staff at the school. Teachers have scheduled meetings both with and without academic management present. There are opportunities for staff to attend meetings with the wider group and a St Giles conference takes place each year. An annual newsletter keeps hosts in touch with events and news from the school.

M5 Regular feedback is taken in the form of questionnaires, biannual focus groups, fortnightly one-to-one meetings and weekly welfare meetings with under 18s. Action taken is recorded systematically and noted trends feed into the school development plan. Staff are informed of feedback which is relevant to their role.

M7 Review is integral to the organisation's policy and a number of sources of reference feed into the school development plan. There is evidence of action taken to improve systems and practices in the current review cycle.

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

Comments

M8 The human resources policies are very good and are made known to staff through handbooks which give detailed and consistent information. Policies are family friendly and staff feel valued in their roles.

M10 Recruitment procedures are comprehensive for each stage of the process. The recruitment policy is clear, documented and adhered to. Staff files are well maintained and all files are complete. Staff receive sufficient relevant training to carry out their roles effectively.

M12 The system of appraisal is robust and supportive. All staff have received an appraisal in the last twelve months. Unsatisfactory performance is handled sensitively, starting with guidance and coaching, and staff involved have responded positively.

M13 Continuing professional development (CPD) opportunities are available to all staff, who receive both internal and external training relevant to their roles. The need for training is identified through appraisals and feedback; teachers are encouraged to observe each other in addition to the formal observation process. Staff are invited to attend and present at the St Giles annual conference.

| Student administration | Area of strength |
|---|------------------|
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Strength |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Strength |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Strength |

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| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Met |
| M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently. | Met |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Met |

Comments

M14 Evidence from student feedback, guidance notes for staff and documented action plans indicates that customer service is taken very seriously. All students are known by name and strategies are in place to increase face-to-face contact between the administration team and the students. IT packages ensure easy access to student details.

M15 Information on courses is very clear and students reported that they felt well informed before arrival and were able to seek further advice and guidance during their stay. Through regular tutorials, students are able to discuss their options and make realistic choices.

M16 Enrolment, cancellation and refund procedures are handled sensitively and take into account individual students' circumstances. Student feedback on these procedures is consistently positive.

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| Publicity | Met |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Strength |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Strength |
| M25 Publicity includes clear, accurate and easy-to-find information on costs. | Met |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | Met |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

Publicity comprises a website, brochures and social media. The website and brochures are for the St Giles group as a whole. The main medium of publicity is the website.

M22 The publicity is clear and gives an entirely realistic impression of the school. Photographs are fully representative of the student experience and the actual leisure programme is on the website.

M24 Information on the courses is presented simply and clearly, with a consistent use of simple icons across all the courses. A chart in the brochure gives a useful indication of typical progression through the various levels.

Premises and resources

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

Comments

P3 Students have ample and comfortable spaces for relaxation and the consumption of food. The café area leads on to a games room with television screen and also onto a large, well-maintained garden with patio and seating outside.

P4 The on-site café, popular with both staff and students, provides a range of healthy meals and snacks at reasonable prices. Student feedback is positive and café staff are responsive to requests.

Learning resources**Area of strength**

P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.

Strength

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

Strength

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.

Strength

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.

Met

P11 Students receive guidance on the use of any resources provided for independent learning.

Met

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

Strength

Comments

P7 A wide range of up-to-date learning materials is available. Supplementary materials are provided for coursebooks and materials are well organised in clearly labelled sections.

P8 There is very good provision for teachers' resources. In addition to printed resources including a range of methodology reference materials, digital material is available for use with interactive whiteboards (IWBs). There are sufficient computers for teachers' use and there is unlimited access to printing facilities.

P9 IWBs are installed in every classroom. It is evident that teachers are skilled in their use and that lesson content is enhanced by the digital material. Technical support is provided by a third-party organisation and feedback on the service is positive.

P12 A regular, formal review cycle includes and addresses staff feedback on resources. Teachers reported that academic management is very responsive to requests.

Teaching and learning**Academic staff profile****Area of strength**

T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.

Met

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.

Strength

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.

Strength

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

Strength

Comments

T2 It is the policy of the school that all permanent teachers are TEFLQ. At the time of the inspection six of the seven teachers, teaching were TEFLQ. These were all permanent teachers.

T3 The teaching team as a whole has long service at the school and consequently a broad range of experience. Teachers are required to rotate class types periodically to maintain skills, and CPD training targets specific course types when necessary.

T4 The profile of the academic management is strong. The DoS and the ADoS are well qualified and have extensive experience in different teaching and management contexts.

Academic management**Area of strength**

T5 Teachers are matched appropriately to courses.

Strength

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.

Met

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| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Met |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Strength |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Strength |

Comments

T5 Teachers are matched to courses according to skills and preference and are able to teach on all courses, supported by the CPD programme and the academic management team.

T9 Teachers are very well supported by the academic management team. In addition to day-to-day guidance, less experienced teachers are given a buddy and weekly meetings ensure effective communication.

T10 Regular, formal observations by the DoS are systematic and supported by detailed developmental feedback. Teachers are also observed following any negative feedback and follow-up observations are routine. Further group-wide observations take place, which feed into the appraisal process. Teachers are also encouraged to take part in peer observations with the aim of sharing good practice.

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| Course design and implementation | Met |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Met |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Strength |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | N/a |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Strength |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Met |

Comments

T11 There is a clear course structure available at all levels. The course for juniors has been designed by the academic team and the general English adult courses are primarily coursebook based.

T12 Courses are reviewed annually by the academic team as a whole after the end of the peak period. The review takes into account student and staff feedback, is documented and action is followed up.

T15 The development of study and learning strategies is integral to the courses. Teachers are given detailed guidance in the 'Notes for Teachers' handbook on how to encourage and support independent learning. Further guidance for students is given in the student handbook, in the study centre and in the fortnightly tutorial meetings.

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

Comments

T18 Students' progress is monitored very effectively through a range of informal and formal tests which take place from the placement test onwards. Progress is documented in a form which is clear to students and staff.

T19 Students are very well supported in their learning. All students receive fortnightly tutorials in which they receive advice and guidance on their studies. A clear and transparent procedure is in place to support those wishing to change their class.

T21 Reports are comprehensive, detailed and professionally presented. Stated achievements are based on the school's system of testing. More specialist reports are available on request.

Classroom observation record

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| Number of teachers seen | 7 |
| Number of observations | 7 |
| Parts of programme(s) observed | General English including examination preparation. |
| Comments | |
| None. | |

| Teaching: classroom observation | Met |
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| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Strength |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account. | Met |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Met |
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | Met |
| T28 Students receive appropriate and timely feedback on their performance during the lesson. | Met |
| T29 Lessons include activities to evaluate whether learning is taking place. | Strength |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere. | Strength |
| Comments | |

T23 Teachers demonstrated very sound knowledge of linguistic systems, providing accurate models with attention to phonological features and form. Terminology was used appropriately. Aspects of register, collocation and connotation were also indicated.

T24 Detailed class profiles were written and individual needs were sometimes indicated, though not often supported by strategies to meet them. Lesson content was relevant to the class profile.

T25 Lesson outcomes were made clear to students. In some lessons a checklist was used and all lessons were structured to build on knowledge and skills in logical stages.

T26 A range of techniques was used confidently, such as modelling, drilling, checking, gesture and prompting. In most lessons, elicitation was used effectively and sensitively.

T27 Overall, the management of the classroom environment and resources was effective. Seating was arranged appropriately to the size of the room. Most teachers gave clear, graded instructions which were checked. Whiteboards and IWBs were used systematically to enhance the lesson content.

T28 In all but a few segments students received continuous feedback through a range of methods such as monitored pairwork, plenary sessions and games and there were opportunities for students to self and peer correct.

T29 Learning was monitored through a wide variety of techniques according to the needs of the group and the aim of the lesson activity. A range of oral, written and listening tasks was observed and teachers regularly reviewed and recycled language.

T30 Students were engaged throughout. A positive, purposeful learning atmosphere was maintained through personalised content, steady pace, clear expectations and varied activities.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being good. Teachers had good language awareness and drew attention to any significant features. Learning outcomes were made clear, either explicitly or through a series of logically staged activities. A range of appropriate teaching techniques was observed, and technology was used confidently and appropriately. Teachers made the best use of the classroom space available to them. Feedback was generally effective and teachers used

a range of methods to check that learning was taking place. A very positive learning environment was fostered throughout.

Welfare and student services

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| Care of students | Met |
| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Strength |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Met |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | Strength |
| W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these. | Met |
| W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing. | Met |
| W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs. | Met |
| W7 Students receive advice on relevant aspects of life in the UK. | Met |
| W8 Students have access to adequate health care provision. | Strength |

Comments

W1 Safety and security is taken seriously and is the responsibility of the principal. A range of security measures includes CCTV, reception being close to the main entrance, good risk assessments and training to provide three fire marshals.

W3 The provision for pastoral care is good. The student services officer has specific responsibility for this, but all administrative staff know the students well. Welfare issues are addressed by teachers as part of the fortnightly one-to-one student meetings, and homestay providers are well briefed to deal with potential issues. The student services officer has weekly meetings with under 18s.

W6 This criterion is met as students are provided with all the relevant information. Under 16s are obliged to use the airport transfer service, or to be personally escorted to their homestay provider.

W8 The provision is good, with comprehensive information provided in the student handbooks and at induction. Three members of staff are trained in first-aid and someone is always made available to accompany students on visits to the hospital, doctor or dentist.

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| Accommodation (W9–W22 as applicable) | Met |
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Met |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Strength |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Strength |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Met |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

W9 The accommodation visited varied in size, but, although meeting Scheme requirements, some bedrooms were small.

W11 The accommodation officer has experience of being a host and uses a comprehensive checklist to ensure accommodation is suitable and relevant documentation is produced. During her year in post, she has clearly built good relationships with the homestay hosts, developing new systems to facilitate the working relationship between school and homestay hosts and maintaining good record keeping systems.

W13 Students' satisfaction with their accommodation is carefully monitored with evidence of changes being made swiftly if necessary. Students were positive about the responsiveness of staff. Negative feedback is addressed with hosts immediately, and positive comments emailed on a regular basis.

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| <i>Accommodation: homestay only</i> | |
| W16 Homestay hosts accommodate no more than four students at one time. | Met |
| W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing. | Not met |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W19 English is the language of communication within the homestay home. | Met |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | Met |

Comments

W17 Sampling of feedback revealed that a German-speaking Swiss student had been placed in accommodation with two German students from another language school.

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| <i>Accommodation: other</i> | |
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | Met |

Comments

W22 The hotels and guest houses recommended by the school are visited in the same way as homestays. Checks are made on the rooms and on the relevant safety features, such as fire risk assessments and Gas Safe certificates.

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| Leisure opportunities | Area of strength |
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Strength |
| W24 The content of any leisure programme is appropriate to the age and interests of the students. | Strength |
| W25 Any leisure programmes are well organised and sufficiently resourced. | Strength |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Met |

Comments

W23 Students are given plentiful information about the activities on offer in Eastbourne. Teachers present the programme on a Monday morning, encouraging participation. Help is given arranging tickets for events or for travel.
W24 The social programme organiser takes care to make the programme as inclusive as possible, offering a range of activities to suit younger and older, short-stay and longer-stay students.
W25 The social programme is well organised and students commented positively on the organiser and her responsiveness to their suggestions. A 'suggestions list' is displayed in the canteen and activities added in response. Teachers are involved in some activities and take up is generally good.
W26 Risk assessments are generally clear and cover the main areas necessary. However, several lack sufficient detail.

Safeguarding under 18s

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| Safeguarding under 18s | Met |
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Strength |

| | |
|--|----------|
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. | Met |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy. | Strength |
| 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

Approximately 50 per cent of the students are under 18. Students aged 16–17 are placed in adult classes. Since January 2019, students aged 14–15 can only enrol at specific times of the year (a four-week period over Easter and a twelve-week period over the summer).

S2 The level of safeguarding training is good. The principal is trained to specialist level, the DoS and student services officer to advanced level and all other staff and hosts have received basic safeguarding training. The principal is part of the Sussex safeguarding forum and is proactive in promoting training in this area.

S4 Recruitment procedures are good, with both the principal and DoS being trained in safer recruitment. References are checked and DBS numbers collected. A comprehensive spreadsheet lists the DBS numbers and renewal dates of all staff members, contractors and drivers. In addition, the principal works with the local authority to ensure current best practice is followed.

S5 Although a variety of relevant safety measures are in place, attendance procedures are not sufficiently robust. Students aged 16–17 on adult courses are not required to sign in daily and one student under 18 reported that his absence had not been followed up.

S6 The criterion is met as rules are in place for students of different ages, and these are made known to the students themselves, their parents/guardians and the homestay hosts. However, there is insufficient evidence that these rules are checked or enforced.

S8 Contact arrangements are in place and there was recent evidence of considerable communication between parents, hosts and the school to reassure parents and assist with appropriate classroom management of students with additional needs.

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 | October 2015 |
| Subsequent spot check (if applicable) | March and November 2016, October 2018 |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | May 2018 |
| Current accreditation status | Accredited |

| | |
|---|---|
| Other related non-accredited activities (in brief) at this centre | N/a |
| Other related accredited schools/centres/affiliates | St Giles London Central, St Giles Highgate, St Giles Brighton and St Giles Cambridge. St Giles also runs junior residential summer camps in a variety of locations in the UK. |
| Other related non-accredited schools/centres/affiliates | Year-round centres in San Francisco, New York City and Vancouver, plus junior residential camps in a variety of locations in North America. |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 1955 |
| Ownership | Name of company: St Giles Schools of Languages Ltd. 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 | N/a |
| Details of any additional sites not in use at the time of the inspection and not visited | N/a |

Student profile

| | At inspection | In peak week: July (organisation's estimate) |
|--|---|---|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 61 | 78 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 18 | 90 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 76 |
| 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 | 79 | 244 |
| Junior programmes: advertised minimum age | 14 | 14 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | Swiss, Thai | Swiss, Chinese |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 16–50 | 16–50 |
| Adult programmes: typical length of stay | 6 weeks | 5 weeks |
| Adult programmes: predominant nationalities | Swiss, Saudi, Spanish, Brazilian, Korean | Swiss, Italian, Saudi |

Staff profile

| | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 6 | 22 |
| Number teaching ELT 20 hours and over a week | 6 | |
| Number teaching ELT under 19 hours a week | 0 | |
| Number of academic managers for eligible ELT courses | 2 | 2 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 5 | |
| Total number of support staff | 3 | |

Academic manager qualifications profile

| | |
|-----------------------------|-----------------------------|
| Profile at inspection | |
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 3 |

| | |
|--|---|
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 3 |
| Comments | |
| In the week of the inspection the ADoS was scheduled to teach 23.3 hours (28 lessons). | |

Teacher qualifications profile

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

Accommodation profile

| | | |
|---|--------|-----------|
| Number of students in each at the time of inspection (all students on eligible courses) | | |
| Types of accommodation | Adults | Under 18s |
| <i>Arranged by provider/agency</i> | | |
| Homestay | 52 | 17 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 0 | 0 |
| Hotel/guesthouse | 0 | 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 | 9 | 1 |
| Overall totals adults/under 18s | | |
| | 61 | 18 |
| Overall total adults + under 18s | | 79 |