

Organisation name	St Giles International, Eastbourne
Inspection date	21–22 October 2015 and 17 March 2016

Section standard	Met	Not met
Management: 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"/>
Resources and environment: 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"/>
Teaching and learning: 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"/>
Welfare and student services: 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 with a spot check to assess the new provision and the progress which has been made in fully implementing the new policies and procedures for under 18s.

Summary statement

The British Council inspected and accredited St Giles International in October 2015 and March 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching and welfare and care of under 18s, and accredits organisations which meet the overall standard in each area inspected (see <https://www.britishcouncil.org/education/accreditation> for details).

This private language school offers courses in general English to adults and students (14+).

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, academic staff profile, academic management, learner management, teaching, care of students and accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	1986
Last full inspection	April 2011
Subsequent spot check (if applicable)	November 2011
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	Initial training courses in ELT
Other related accredited schools/centres/affiliates	St Giles International in Brighton, London Central and London Highgate; St Giles Juniors UK
Other related non-accredited schools/centres/affiliates	St Giles International in New York, San Francisco and Vancouver

Private sector

Date of foundation	1978
Ownership	St Giles Schools of Languages Ltd
Other accreditation/inspection	ISI Eaquals

Premises profile

Address of main site	13 Silverdale Road Eastbourne BN20 7AJ
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	N/a
Profile of sites visited	St Giles Eastbourne is located in a large Victorian house, set back from the road in a quiet 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, canteen, library, computer room and digital language laboratory. The principal has an office on the first floor and the director of studies (DoS) has an office on the second floor. The school has 18 classrooms, ten in the main building and eight in an extension. The extension opens onto a patio and gardens, with seating where students can sit in good weather. The teachers' room is in a chalet-style building close to the classrooms in the extension. Since the last inspection a swimming pool has been removed from the gardens and the patio area extended.

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	78	124
Full-time ELT (15+ hours per week) aged 16–17 years	12	118
Full-time ELT (15+ hours per week) aged under 16	18	62
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	108	304
Minimum age	14	14
Typical age range	18–24	16–22
Typical length of stay	20 weeks	7 weeks
Predominant nationalities	Swiss, Korean, Saudi, Turkish, Kuwaiti	Swiss, Turkish, Brazilian, Italian, Kazak, Saudi, Colombian

Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	55	74
Number on child visitor visas	0	37

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	25
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	12	
Total number of administrative/ancillary staff	5	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	10
Certificate-level ELT/ESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	0
Total	13

These figures exclude the academic manager

Comments

The Director of Studies (DoS) is not included in these figures. She is TEFLQ and is currently studying for a masters degree. The Assistant Director of Studies (ADoS) is included in these figures and is also TEFLQ.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input 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

Lessons are 50 minutes. The school offers general English classes for 20, 22 or 28 lessons per week. Classes are held from 09.00 to 12.50 and 13.45 to 17.40.

At the time of the inspection classes finished at 15.30. There were 11 morning classes running, including examination preparation classes, and six afternoon classes. There was also a one-to-one class running.

The school's minimum age is 14 and all under 18s are enrolled on adult courses.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	43	26
Private home	17	2
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	2	0
Independent self-catering e.g. flats, bedsits, student houses	16	1
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	78	30
Overall total adults + under 18s	108	

Introduction

The first St Giles school was established in London in 1955 and the St Giles group remains a family-owned organisation. St Giles Eastbourne is a well-established school within the organisation. It is located in a quiet residential area close to the town centre and the sea front. Homestay accommodation is located close to the school.

The school offers general English courses to adults (minimum age 14). There are no separate courses for juniors.

The school is also the Cambridge examination 'open centre' for Eastbourne and offers teacher training courses to native or near-native speakers of English.

The staffing structure has not changed since the last inspection and there have been very few staff changes.

The inspection took place in just under two days. Meetings were held with the principal, DoS, ADoS, registrar, accommodation and welfare officer, under-18s welfare officer, student services officer, social programme organiser and exams manager.

Meetings were held with the teachers and two groups of students (under 18s and 18+). One inspector visited three homestays. A round up was given to the principal and DoS.

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 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 group and of the Eastbourne school are very clear. Reporting lines are transparent and are known by staff. Cover arrangements are sufficient for managers and administrators to ensure continuity at all times.

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

M4 Communication between the school and the wider St Giles group is very effective, with regular meetings and training events. Within the school regular and frequent formal and informal meetings are held for management, administrative and teaching staff. Members of staff reported that they felt very well informed.

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 There is a clear induction policy and induction checklists are used. All staff are given a handbook when they join the school and teachers have additional teachers' notes. Teachers have the opportunity to observe classes before they start work. Administrative staff have an initial induction from their line manager and continuing training during their first few months. The training is supported by detailed and practical staff manuals.

M8 There is an annual appraisal system for permanent and long-serving members of staff. Appraisals are seen as an opportunity to both give and receive feedback. Teachers are appraised by the DoS after observation, and in another meeting invited to give upward feedback to both the DoS and principal. Administrative staff are appraised by the principal. The useful appraisal form provides the opportunity for serious reflection and the drawing up of an action plan for professional development.

M9 The organisation is committed to the continuing professional development (CPD) of all its staff and allocates appropriate resources for this. It organises annual conferences for managers, DoSs and teachers. Administrative staff have attended external training courses. Teachers attend a good range of in-house teacher development events and external ELT conferences and seminars.

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 The registrar has been in post for 15 years and is supported by an experienced and long-serving accommodation officer and finance officer. Enquiries and enrolments are handled very efficiently and all staff are able to deal with day-to-day situations in the office.

M11 About 70 per cent of students come through agents, who supply them with the required course information.

M13 Enrolments are dealt with efficiently and promptly. However, many next of kin/emergency contact details are not collected until the students arrive. 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 but not all these details had been transferred to the electronic database, which key staff will need to access out of hours in the event of an emergency. Local details are checked systematically every six weeks.

M14 The DoS/ADoS are responsible for making sure that students meet their attendance threshold. Registers are filled in and then transferred to the electronic database each week and absences pursued promptly. Any absence of under 18s is reported immediately to the DoS, who follows this up. During the inspection, attendance and punctuality were observed to be at a high level.

M15 There is a very detailed disciplinary code and procedure in the student guide. The procedure is staged and fair. Although the code and procedure are reinforced at induction a simpler more visual version would be an advantage for younger lower-level language learners.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 St Giles International has a strong commitment to the review and improvement of all aspects of the work of the school. A quality management project (QMP) has been set up to create a framework to measure and monitor the quality of services it offers. The QMP is carried out quarterly and is informed by student feedback, agent and staff surveys, graded teacher observations and "mystery shopper" feedback.

M18 Students give feedback in an online questionnaire in week one of their course and when they leave. They also comment in tutorials and in two focus group meetings per year. Feedback is collated and analysed and targets are set for improvement. However, the return rate for departure questionnaires is only about 50%.

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 an action plan to present to staff. Staff opinions are also actively sought during appraisal. There are also regular 'teachers only' meetings and issues raised are fed back to the principal. Leaving teachers receive a departure questionnaire. Teachers felt their views were valued.

M20 The complaints procedure is explained in the student guide but a simpler, more visual presentation would be a benefit for the school's younger learners. Action taken is clearly recorded.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity includes a St Giles International brochure, a course dates and prices brochure and a group website, which has a dedicated page for Eastbourne. 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. However, on the website home page courses are described as 'including one to one tuition', which is incorrect. During the inspection this was amended to 'one to one feedback sessions', which is correct.

M24 In the main brochure courses are described in terms of the number of lessons per week, not the number of taught hours. However, the lesson length of 50 minutes is stated and the number of taught hours per week for each course is clearly listed in the course dates and prices under the heading 'Teacher-contact time per course'.

M28 Teachers are described as 'well qualified', which is mainly true. Ten of the 13 teachers are TEFLQ.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate effectively to the benefit of students and staff. Communications are very good and attention is given to ensuring that all staff are well informed. There are very good arrangements for the professional development of all employees. Quality assurance policies and procedures work very well and systems and procedures are reviewed by both the school and head office. Publicity is mainly clear, accurate and helpful. *Staff management* 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The classrooms are of varying size and classes are timetabled accordingly. Some are tightly spaced for the number of students, making it difficult for the teacher to change the seating arrangements or move around comfortably while monitoring written work. The canteen is very popular and is crowded at breaks and lunchtimes. There is ample space outside for students to relax in fine weather.

R2 Both internal and external areas are very well maintained throughout.

R3 Classrooms are well lit and free from extraneous noise. Some rooms are equipped with large desks, restricting flexibility of layout.

R4 The outside relaxation patio areas and gardens are a very attractive feature of the school and plentiful seating is provided. The canteen is also an attractive area and students praised the facilities and snacks provided.

R5 Signage is clear and there are large noticeboards in classrooms and common areas containing useful information. Some display areas are in need of updating.

R6 There is a good-size teachers' room, which opens onto the patio and provides a comfortable working and relaxation space for teachers. It also offers lockers and pigeonholes as well as a range of teaching resources.

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 There is a wide range of up-to-date learning materials as well as older materials. There are ample further resources on which teachers can draw to support the coursebooks. The resources section of the teachers' room is well organised and teachers are able to easily locate what they are looking for. The school responds positively to teacher requests.

R8 There is good selection of easy-to-access materials and resources for teachers, including methodology books, photocopiable resources, visual resources and professional journals.

R9 All classrooms have an interactive whiteboard (IWB), which is well maintained and used regularly and confidently by staff. However, teachers commented that the computers in the digital language laboratory were unreliable.

R10 There is a small computer room for students to use on their own and a useful poster has been prepared to show appropriate links to ELT internet materials. There is also a small library, with some less up-to-date materials, which students use for quiet study. Students may borrow graded readers, which are stored in the teachers' room.
 R11 Teachers show students the library and computer areas at induction and take their students to the digital language laboratory during class time.
 R12 Materials are reviewed on a continuing basis by the DoS and ADoS. Feedback on resources only features in a general way on leaving questionnaires and in the focus group reports seen by inspectors.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff. *Premises and facilities* 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 checked="" 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

T1 One teacher did not have a Level 6 qualification but the rationale for his employment was accepted in the context of this inspection.

T2 The academic staff profile is very good. Ten of the 13 teachers have diploma-level qualifications.

T4 Both the DoS and ADoS are very well qualified, with substantial relevant experience, over ten years of which has been in this school. The DoS is currently taking a masters degree in digital technologies, communication and education.

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 type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 The DoS knows the abilities and interests of the teachers very well and deploys them sensitively. Teachers are encouraged to extend their teaching range and are given extensive support, including the opportunity to observe classes and be observed.

T9 The typical length of stay for students is 20 weeks but courses are formulated in two-week blocks so that the needs of short-stay students can be met within the context of a continuing class. Teachers are encouraged to negotiate weekly programmes with their class. Students are tracked by means of student record cards, interviews with the DoS/ADoS and fortnightly tutorials with their teachers.

T10 There is a wide range of CPD opportunities in the school and within the St Giles group. Teachers are supported to attend offsite events and financial support is given to upgrade qualifications. Experienced teachers are given the opportunity to follow individual pathways, conduct action research, form discussion groups and present their findings to other teachers. Peer observation and teachers videoing each other are actively encouraged and supported.

T11 Teachers have graded observations twice a year as part of the QMP and are formally observed once a year by the DoS. Observations, including drop-in observations, help to inform CPD sessions. Teachers reported appreciation of the observation process.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 There is a clear statement of course principles detailed in the notes for teachers. The general English courses in the mornings are formulated as two-week blocks and based on coursebooks, which teachers are expected to adapt and make relevant to their students. A wide variety of supplementary materials is used to supplement the coursebook. A syllabus checklist covering language and language skills is also available for each level to help teachers plan lessons. The focus in afternoon classes is on skills development and there are specifically-reserved materials for these lessons.

T13 Courses design is reviewed on a continuing basis in response to student feedback.

T14 The teachers' weekly plans are displayed in classrooms but there was no evidence that they are used as working documents with the students.

T15 There is good written advice for teachers on ways of encouraging learner independence as well as written study advice for students. Teachers in several observed lessons gave useful learner training support when the need arose.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Great attention is given to assessment and placement of students at the beginning of their course. The placement test covers all relevant areas and the student's starting level is linked to the Common European Framework (CEFR).

T18 Students are tested regularly and the results and other aspects of progress are recorded on their record card. Students staying for eight weeks or longer can also take a level assessment test every two months, similar in format to the placement test. Students receive tutorials every two weeks and there is good written guidance for teachers on how to conduct them.

T19 Very clear information is given to students about the most suitable public examinations available. Students may be asked to complete an entry test in their own country before enrolling.

T21 All students receive an end-of-course report with levels assessed in line with CEFR 'can-do' statements. Fuller academic reports are available on request. All formal reports are professionally presented.

T22 Although the need for further education advice in the UK has declined in recent years, the school has a dedicated advisor with a long experience on advising students who is available by appointment for advice and support.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	Both morning and afternoon classes.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Teachers showed a very sound knowledge of English grammar and vocabulary and gave clear models and explanations. In the better lesson segments observed teachers gave very good support in terms of pronunciation and spelling and some teachers made impressive structural contrasts with the students' mother tongues.

T24 Teachers adapted their language well to the level of the learners. Few teachers provided additional activities to challenge the more able learners or help weaker learners.

T25 Planning was generally good and target learning outcomes were identified. All lessons had a clear overall focus, although the link between the lesson content and the student profiles was not always clear and it was not always apparent what was likely to be familiar to the students and what was likely to be new.

T26 The sequence of activities in most lessons was varied and coherent. The stronger lesson segments observed were very well paced and there was a clear sense that students were making progress. In the weaker segments the lessons lost focus and the aims of the different lesson stages were not made clear to the students nor were the outcomes reviewed.

T27 Classroom management was very good overall. Resources were used well and teachers brought the coursebook materials to life. The use of the IWBs was generally confident and effective. There was helpful use of dictionaries in some classes. Classroom layouts were sometimes a barrier to creating a range of interaction patterns.

T28 Teachers generally revised and recycled earlier work effectively. They elicited ideas and language well, although in a few classes elicitation had little clear value and went on too long. Teachers generally gave very good correction and feedback, and in the better segments observed there was a range of techniques used. In the better segments there was also useful checking of language concepts

T29 Students were actively engaged in all classes. Activities were set up very well overall and instructions were clear and often checked. In some classes there was useful learner training support when the need arose. In the great majority of segments observed there was a good balance of student and teacher talking time but in a few classes there was over focus on the teacher and pair work was unproductive.

T30 The teachers were friendly and inclusive and had very good rapport with their class. Activities were often personalised and students were encouraged to talk about themselves. Most teachers listened and reacted to their students' contributions and there was a good atmosphere in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from satisfactory to very good, with nearly all teaching at least good. Teachers displayed a sound knowledge of English and adapted their language well to their students. Planning was generally effective but in the weaker lessons there was insufficient link between lesson content and the student profiles. Pacing and sequencing of activities were generally good and in some classes were very good but a few lessons lost focus and more could be done generally to make clear and review the stages of a lesson. Classroom management and the use of classroom technology were mainly very good. Most teachers elicited well but in a few lesson segments elicitation was excessive. Correction and feedback techniques were mainly very good. In the better lessons students were given plenty of talking time. Rapport and classroom atmosphere were very good in all lesson segments observed and students were actively engaged.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers and academic managers are very well qualified overall and teachers are given good support to enable them to meet the needs of students. Students' progress is monitored very well and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Learner management* and *Teaching* 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 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 type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The safety and security of staff and students on the school premises is a high priority. A full risk assessment of the premises and the site has been carried out, and is regularly updated. There is CCTV cover of all entrances. Fire drills are held regularly, supervised by three trained fire marshals. A new fire alarm was installed in early 2015, and there are weekly tests. Four members of staff are first aid trained. The reception office directly overlooks the main entrance to the school. All visitors must sign in, and are issued with badges.

W2 Pastoral care begins with a thorough induction programme, which introduces students to the key members of staff available to help and support them. The *Student guide* and noticeboards provide information about the provision, and all members of staff are ready to offer help. A separate induction meeting is held for under 18s but, although pastoral support is always available on request, no further regular meetings with under 18s are scheduled.

W3 The welfare and accommodation officer is the named contact for students aged 18 or over. Under 18s have a specific welfare officer (the designated senior person in terms of safeguarding), who is their named contact. Students were aware of both these contacts, who are based in the main office for easy accessibility. Private space for confidential discussions is available.

W4 A full and comprehensive policy has been drawn up covering all aspects of dealing with abuse. Information from this is incorporated in accessible language in the *Student guide* and is supported by striking posters displayed around the school.

W6 Full information about transfers is given on the school website. However, no details are given in the enrolment documentation itself.

W7 Information on all appropriate areas is given at induction and/or in the *Student guide*. This is generally written in accessible language but it is dauntingly long for students (42 pages).

Accommodation profile

Comments on the accommodation seen by the inspectors

Three homestays were visited, one accommodating an under 18, and two accommodating adult students. In all cases the hosts were friendly and welcoming, and all the required facilities were available to the students.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 In two of the homestays visited, a student was being accommodated in the box room. While the rooms just met Scheme requirements, they were cramped and barely provided adequate space.

W10 The initial visits to potential homestays are very thorough and include checks on gas safety certificates and guidance on drawing up a fire risk assessment. Assessments are checked before students are placed.

W11 All accommodation is revisited at least every two years, with a comprehensive proforma of areas to be checked. The opportunity of revisiting is now being used to draw up individual risk assessments for the journey from each homestay to the school.

W15 All the hosts met clearly enjoyed cooking for their students, and there was very positive feedback on the food provided both in the student focus group and in feedback questionnaires sampled.

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 Very clear and comprehensive written guidance is provided for hosts. It is regularly reviewed and updated.

Accommodation: residential

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

Comments

Although residential accommodation is advertised on the website for the summer period, it was not used in 2015.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W24 A guidance sheet is available to students thinking of taking privately rented accommodation.

W25 A list of hotels and guest houses is available to students interested in this option. These are regularly monitored.

Leisure opportunities

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

Comments

W26 A noticeboard in the canteen provides information about a range of events and activities in the local community as well as information about the current week's social programme.

W27 The social programme offers activities in the school or local area Monday–Friday each week. At weekends students can join excursions offered by an external agency (see also C6). Take-up of social programme activities was reported to be low.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care are well met, and information and guidance are provided to enable them to live safely in the UK. A leisure programme is provided. The accommodation provided is suitable and the accommodation systems are well managed 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

This section was inspected and updated in March 2016.

At inspection 39% of the students enrolled were under the age of 18, of which 29% were aged 16 or 17 and 11% were aged 14 or 15. During the summer approximately 60% of the students enrolled are aged under 18.

C1 The new policies now take into consideration the presence of under 16s in an adult environment. There is a comprehensive, detailed, practical safeguarding policy, which is well suited to the age range of the students. It is well supported by related documents, such as the *Policies and procedures for under 18s*. The policy includes safe recruitment checks and the responsibilities of named staff are clearly specified.

C5 The criterion is not met as currently students under the age of 16 are placed in classes with students aged 18 years and older. The cost of the leisure programme is not included in the course fee for students aged under 16. A parental consent form is on file for all students. Teachers are informed of any students under the age of 18 and these students are supported by the under 18 welfare officer on the first day of the course and are required to attend weekly meetings with her.

C6 *The new Disciplinary policy for students aged 14 to 17* sets out well-written and accessible rules concerning what students in this age range can and cannot do during the time they are enrolled at the school and the consequences of not following the rules. These consequences comprise four stages of action by the school and the student and parents/guardian are asked to sign that they have read, understood and agree to the policy. The new *Guide for students aged 14 to 17* contains a copy of the disciplinary policy, advice and guidance about their stay at the school and in the UK. A sliding scale of rules for different age groups is provided. The school is trialling a mobile 'tracking app' that will enable the school to monitor the whereabouts of students aged under 16. Students will be required to download the app onto their smartphones and the school will loan smartphones to any students who do not have one.

C7 The new *Hospitality agreement*, which covers provision of accommodation, meets Accreditation Scheme requirements. It contains extended information for hosts concerning what students under the age of 18 can and cannot do and what hosts should do if rules are not being followed or if they have concerns about their student. It is renewed annually.

Care of under 18s summary

The provision meets the section standard overall. There is a need to ensure students under the age of 16 are not placed in classes with students of 18 years or older. The cost of the leisure programme for under 16s is not included in the course fee.

