

|                   |  |
|-------------------|--|
| Organisation name | Stafford House School of English, Brighton |
| Inspection date   | 18–19 April 2017                           |

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

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Stafford House School of English in April 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s, and vacation courses for under 18s/adults (16+).

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, academic staff profile, care of students and leisure opportunities.

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

## Organisation profile

| Inspection history  | Dates/details  |
|---|--|
| First inspection  | Spot check May 2012 (extension of Canterbury school)   |
| Last full inspection  | August 2013  |
| Subsequent spot check (if applicable)                             | April 2015   |
| 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 | N/a  |
| Other related accredited schools/centres/affiliates               | Stafford House International Schools: Cambridge, Canterbury and London. Stafford House Summer (formerly Study Holidays) at eight centres in the UK |
| Other related non-accredited schools/centres/affiliates           | Stafford House International Schools in four US and two Canadian Locations   |

## Private sector

|                                |  |
|--------------------------------|--|
| Date of foundation             | April 2012 (parent company 1952)                                       |
| Ownership                      | Name of company: Cambridge Education Group<br>Company number: 06020370 |
| Other accreditation/inspection | N/a  |

## Premises profile

|  |   |
|--|---|
| Address of main site   | 61 Western Road, Hove BN3 1JD   |
| 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   | <p>The school is on a busy road but tucked away behind iron gates leading through a courtyard to the main school entrance. The premises are only a short distance from the seafront and surrounded by shops, cafes, restaurants and all city amenities. It is a 19<sup>th</sup> century three-storey building, which has had many uses. The most recent use was as another language school. The building retains many of its original features and has been very sympathetically refurbished. Since the last inspection, the restoration of the basement has been completed and this is now the student common room and IT suite. On the ground floor there is the reception area and the academic office, which doubles as the teachers' staffroom. Adjacent is the open plan administrative office, outside which is a small library. There also is a staff kitchen and three classrooms on this floor. The first floor has six classrooms. The second floor has a further six classrooms and there is one more classroom on the third floor. One classroom is set aside as a 'prayer/contemplation' room. There are adequate toilet facilities for staff and students throughout the building.</p> |

## Student profile

| Student profile   | At inspection | In peak week: July (organisation's estimate) |
|---|---------------|--|
| Of all international students, approximate percentage on ELT/ESOL courses | 100           | 100  |
| <b>ELT/ESOL students</b> (eligible courses)                               | At inspection | In peak week                                 |
| Full-time ELT (15+ hours per week) 18 years and over                      | 63            | 130  |
| Full-time ELT (15+ hours per week) aged 16–17 years                       | 13            | 60   |
| Full-time ELT (15+ hours per week) aged under 16                          | 22            | 40   |

|  |          |         |
|--|----------|---------|
| 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       |
| <b>Overall total</b> ELT/ESOL students shown above | 98       | 230     |
| <b>Advertised</b> minimum age                      | 12       | 12      |
| <b>Actual</b> minimum age                          | 12       | 12      |
| <b>Advertised</b> maximum age                      | N/a      | N/a     |
| <b>Actual</b> maximum age                          | 28       | 18+     |
| Typical age range                                  | 12–35    | 12–35   |
| Typical length of stay                             | 12 weeks | 6 weeks |
| Predominant nationalities                          | Thai     | Italian |
| Number on PBS Tier 4 General student visas         | 0        | 0       |
| Number on PBS Tier 4 child visas                   | 0        | 0       |
| Number on short-term study visas                   | 84       | 50      |

| <b>Staff profile</b>   | At inspection | In peak week July<br>(organisation's estimate) |
|--|---------------|--|
| Total number of teachers on eligible ELT courses   | 12            | 16   |
| Number teaching ELT 20 hours and over a week   | 7             |  |
| Number teaching ELT 10–19 hours a week   | 5             |  |
| Number teaching ELT under 10 hours a week  | 0             |  |
| Number of academic managers for eligible ELT courses   | 2             | 3  |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 7             |  |
| Total number of support staff  | 3             |  |

#### **Academic manager qualifications profile**

| Profile at inspection  |                             |
|--|-----------------------------|
| Professional qualifications  | Number of academic managers |
| TEFLQ qualification  | 2                           |
| Academic managers without TEFLQ qualification or 3 years relevant experience<br>(NB Rationales need to be prepared for academic managers in this category) | 0                           |
| <b>Total</b>   | 2                           |
| Comments   |                             |

The DoS does not have a regular teaching commitment. She will provide cover in an emergency.

#### **Teacher qualifications profile**

| Profile in week of inspection   |                    |
|---|--------------------|
| Professional qualifications   | Number of teachers |
| TEFLQ qualification   | 6                  |
| TEFLI qualification   | 6                  |
| Holding specialist qualifications only (specify)  | 0                  |
| YL initiated  | 0                  |
| Qualified teacher status only (QTS)   | 0                  |
| Teachers without appropriate ELT/TESOL qualification<br>(NB Rationales need to be prepared for teachers in this category) | 0                  |
| <b>Total</b>  | 12                 |

**Comments**

One teacher is also YL initiated in addition to the TEFLI qualification.

**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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18)                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <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**

The school offers year-round general English classes from beginner to advanced and exam preparation classes. Students can select either Essential course 20 hours, Standard course 25 hours or Intensive course 30 hours. Morning classes are from 08.45 until 12.00. Afternoon modules start at 12.45 and run until 13.45 and 14.00 until 15.00. The two closed junior Thai groups attending the school had only just arrived and had classes from 08.45 until 12.00 and then did project work from 13.00 until 15.45. One-to-one classes can be arranged. Maximum class size is 14 but numbers off-peak are usually much lower.

Six individually recruited students aged 16 and 17 were integrated into the adult courses. In addition, seven students, also aged 16 and 17, from the two closed groups were also integrated into the adult courses

**Accommodation profile****Number of students in each at the time of inspection (all students on eligible courses)**

| Types of accommodation  | Adults | Under 18s |
|---|--------|-----------|
| <b>Arranged by provider/agency</b>                            |        |           |
| Homestay  | 29     | 35        |
| Private home  | N/a    | N/a       |
| Home tuition  | N/a    | N/a       |
| Residential   | 20     | N/a       |
| Hotel/guesthouse  | 0      | 0         |
| Independent self-catering e.g. flats, bedsits, student houses | 0      | 0         |
| <b>Arranged by student/family/guardian</b>                    |        |           |
| Staying with own family                                       | 0      | 0         |
| Staying in privately rented rooms/flats                       | 14     |           |
|   |        |           |
| <b>Overall totals adults/under 18s</b>                        | 63     | 35        |
| <b>Overall total adults + under 18s</b>                       | 98     |           |

**Introduction**

The school opened in April 2012 and is part of the Cambridge Education Group, based in Cambridge. It was first

Report expires 31 March 2022

accredited as an extension of Stafford House School in Canterbury. The principal was engaged to project manage the re-design and refurbishment of the school. The principal, the student services manager, the director of studies (DoS) and the student services officer had all worked together at a neighbouring school in Brighton prior to joining the school. The current (DoS) joined the team three and a half years ago when the then-DoS left the school.

The inspection lasted two full days and involved two inspectors. Meetings were held with the principal, the student services manager, DoS and assistant director of studies (ADoS), the student services officer, the accommodation officer, the accommodation assistant and the group leaders accompanying the junior students. The managing director, chief operating officer, the operations director, all based in Cambridge, visited the school during the inspection and were also interviewed.

All teachers timetabled during the inspection were observed. Focus group meetings were held with students and teachers. One inspector visited three homestay providers, two student houses leased and managed by the school and one commercial residence. The inspection concluded with a round-up held with senior management staff and the organisation's managing director and chief operating officer.

## 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 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 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 principal is in charge of the day-to-day running of the school with a level of autonomy which allows him to respond appropriately to local conditions. All major policy decisions and financial arrangements are decided at head office level. The school benefits from many staff members who have been with the school since its opening. This provides not only continuity, but also informed support for newer staff members.

M4 Communication within the school is very good. The administrative office is open plan and shared by the principal, student service manager and the accommodation officer. The academic office is adjacent. Communication between all staff is constant and all staff work closely and well together. A range of scheduled meetings in all departments is seen as important and a more formal and useful way of keeping staff informed of the school's ongoing activities, as well as providing discussion forums. In a wider context there are regular meetings with staff from the other schools, and senior management from the head office keeps in close contact with the school.

M5 Recruitment procedures are detailed and effective. Great care has been given to the development of the organisation's policies in all aspects of employment and in the management of human resources. A dedicated human resources department, based in Cambridge, is available to all staff at the school.

M7 Newly appointed staff have to undergo a probationary period before their appointments are confirmed. Induction procedures are thorough and complemented by detailed and practical handbooks. New teachers are invited to a three-hour induction. Teachers said in the focus group that this was helpful and sufficient. Non-teaching staff receive an induction that takes place typically over two weeks. All staff can request additional training as part of the induction procedure, for example training in the interactive whiteboard.

M8 Staff performance appraisals, which include a professional development review, are in place for all categories of staff. Procedures for dealing with unsatisfactory staff performance are clearly set out in the handbooks. The procedures are sensitive to the individual and provide opportunities for remedial support. As stated, staff also have access to the human resources staff in Cambridge for objective and impartial advice if needed and to ensure that all employment laws are adhered to.

M9 The management of the organisation shows a strong commitment to continuing professional development for all categories of staff. Action points emerging from annual performance development interviews are followed up and there are opportunities for staff to engage in specific skills training, to attend local and national events and to upgrade qualifications. The organisation offers support to teachers who wish to study towards further qualifications. Four teachers were in the process of completing a diploma course at a local university with financial backing from the school.

### 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 type="checkbox"/>            |     |
| M12 Enrolment procedures               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M13 Contact details                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |
| M14 Student attendance policy          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| M15 Students asked to leave course     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |

### Comments

M10 The student services officer is very experienced and provides a personalised service to the students, helping with any enquiries they might have. Students in the focus groups were complimentary about the helpfulness and approachability of all staff. A sophisticated new software programme, which has been designed in-house, is gradually being introduced to all the schools in the group. The programme is designed to make daily routine administrative tasks not only easier but accessible to all. The programme has a student portal which is much appreciated. The programme is still a work in progress but covers most functions in the schools. At present, it is used in tandem with the existing commercially-sourced software.

M12 The vast majority of enrolments come through the head office in Cambridge. There are very few walk-in enrolments. The organisation prides itself on being flexible, offering students the opportunities to move seamlessly from one school to another even across continents. The new software programme stores full information on students' study history so that the academic staff can quickly process the information and prepare suitable placements and study programmes.

M14 There are robust procedures in place for following up unauthorised absences. The school's attendance and punctuality policies are set out in the student handbook.

M15 The circumstances under which a student may be asked to leave the school are made very clear in the student handbook. Staff are also well aware of these.

### Quality assurance

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

### Comments

M16 The areas of concern highlighted in the last full and spot check reports have been effectively dealt with.

M17 There is a culture of constant review and development within the organisation as a whole. There is excellent collaboration between the principals and other staff from all the schools in the group and plenty of opportunities to share best practice. Careful attention to both student and staff feedback provides information on any trends that require attention.

M18 The school is active in seeking students' opinion on life in the school and beyond through sensibly timed questionnaires, focus groups, and tutorials. The student services manager interviews all new students in the first week and students are asked to fill in a brief first impression questionnaire. Tutorials are given to students staying

for longer than four weeks and these have a welfare component. At the end of a course students are asked to fill in an on-line questionnaire. The responses to all questionnaires are carefully analysed and recorded. All staff show interest in the students' life inside and outside the school.

M19 Staff feedback is sought during appraisals and in staff meetings. Staff are paid to attend such meetings. The organisation invites all staff worldwide to take part in employee surveys. The last one took place in 2015. The principal operates an open-door policy and all staff are invited to a buffet lunch every six to eight weeks which gives further opportunities for informal feedback.

### Publicity

| Criteria                         | Not met                  | Met                                 | Strength                 | See comments                        | N/a                      |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| M21 Accessible accurate language | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M22 Realistic expectations       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                          |
| M23 Course descriptions          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                          |
| M24 Course information           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                      | <input type="checkbox"/>            |                          |
| M25 Costs                        | <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 type="checkbox"/>            | <input type="checkbox"/> |
| M29 Accreditation                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                      | <input type="checkbox"/>            | <input type="checkbox"/> |

#### Comments

The publicity consists of composite brochures, a website and social media sites.

M21 All publicity, which covers all the destinations in the group, is well designed and gives clear, accurate and ample information about all courses and services offered. The terms and conditions are lengthy and difficult to understand in places.

### Management summary

The provision meets the section standard and exceeds it in some respects. The staff work well together to offer an efficient and personal service to the students. Lines of communication are clear and effective and the open-door style management benefits both staff and students. The school operates in accordance with its publicity.

*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 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R4 Student relaxation areas and food | <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 Staffroom(s)                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

#### Comments

R2 The building has been thoughtfully redesigned and upgraded to a high standard. It is very well maintained. It is deep cleaned once a day by a team of cleaners once the students have left for the day and as a result, the school is spotlessly clean. The contract with the landlord stipulates that the building must be externally painted every three years.

R3 The classrooms are overall of good size, mostly furnished with seminar chairs. Some of the rooms retain original architectural and decorative features. Classroom layouts varied as teachers had chosen a range of configurations but all are appropriate for a variety of activities.

R4 The student common room is well designed, very spacious and functions well for its purpose. There are wide-screen TVs, table games and comfortable seating. There is free Wi-Fi and students also have access to the IT suite and a self-study room. There are plenty of food outlets near the school. Students use the courtyard for relaxation.

R5 Signage is clear and attractive in all areas of the school. There are informative, well organised noticeboards which are regularly updated.

R6 The academic office with work stations for the DoS and the ADoS doubles up as the teachers' room. There is an area within this room with comfortable seating for relaxation. There are work stations with computers that the teachers can use but not enough for all 12 teachers currently working at the school. Teachers are able to use available classrooms for work and preparation.

### Learning resources

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

### Comments

R7 Materials and resources are in good supply and appropriate to the courses delivered. The range of resources offers a degree of flexibility to adapt to the students' different language needs. The organisation of resources is well thought out and can be easily understood by new staff.

R8 Practitioner books and other teacher resources materials are in good supply. Teachers have a choice of up-to-date course book "sets" and there is also a selection of useful photocopiable activities books.

R9 School staff have the benefit of a peripatetic IT expert who visits regularly to ensure that equipment is in good order as well as trouble shooting as necessary. Staff can also access the organisation's IT team online to deal with many problems remotely. The DoS can also provide technical help and support.

R11 The library area is just outside the administrative offices with staff always on hand to help students.

R12 The review and development of resources is an ongoing process, and finances are available for the purchase of new teaching and learning resources by the DoS. Teachers provide input, particularly in the choice of new coursebooks, and they were complimentary about the speedy and unquestioning response to any requests for additional books.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are attractive, welcoming and very well looked after. Classrooms are well furnished and equipped. Learning materials are appropriate for the courses offered, in sufficient supply and easily available. The resources and environment combine to support the students' studies and to provide a professional and agreeable working environment for the staff. *Premises and facilities* and *learning resources* are areas of strength.

### Teaching and learning

#### Academic staff profile

| Criteria                              | Not met                  | Met                                 | Strength                            | See comments                        | N/a                                 |
|---------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| T1 General education (and rationales) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            |                                     |
| T2 ELT/TESOL teacher qualifications   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| T3 Rationales for teachers            | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| T4 Profile of academic manager(s)     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| T5 Rationale for academic manager(s)  | <input type="checkbox"/> | <input type="checkbox"/>            | N/a                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

### Comments

T2 The qualifications profile is good. Six of the 12 teachers working during the inspection period are qualified to diploma level. In addition, four teachers will soon have completed their diploma courses with financial backing from the school.

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T4 The DoS and ADoS are both well qualified and experienced. The principal is also qualified to diploma level.

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## Academic management

| Criteria                            | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| T6 Deployment of teachers           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> |                          |
| T9 Continuous enrolment             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| T10 Formalised 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 takes into account the preferences and skills of teachers when allocating teachers to classes.

T8 Cover arrangements are effective. A number of appropriately qualified local teachers with experience of the school can be called on to provide additional cover when needed. In addition, the academic managers will step in if necessary.

T10 There is a regular CPD programme and some teachers have been actively involved in CPD sessions as leaders. Teachers are paid to attend. The DoS takes an active role in the Sussex director of studies association (DOSA) and teachers are encouraged to take part in the workshops and other training events DOSA organises. The organisation runs an annual teachers' conference hosted in turn by the schools in the group. This is very much appreciated by the teachers.

T11 Newly appointed teachers are observed soon after arrival in the school. Established teachers are formally observed twice a year. One observation takes place just before the time of the appraisal. The DoS also carries out a round of short drop-in observations and there is also a round of peer observations. Observations are followed up with constructive feedback.

## Course design and implementation

| Criteria                          | Not met                  | Met                                 | Strength                 | See comments                        | N/a |
|-----------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-----|
| T12 Principled course structure   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T13 Review of course design       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T14 Course outlines and outcomes  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> |     |

### Comments

T12 The aims of the courses are clearly stated and there are schemes of work and guidelines for teachers for all courses. The guidelines are designed to provide a general framework for the teachers. General English course programmes are based on up-to-date course books and materials from a variety of sources chosen by the teachers. Closed groups may choose to have learning programmes designed to suit their particular needs.

T13 The review of course design is an ongoing process. The teachers on permanent contracts are actively involved in the development of courses and afternoon modules.

T15 Homework is set and students are guided to further study opportunities in their handbooks and in the library area and self-study room. Students are encouraged to learn independently from their teachers; the syllabus and other guidelines for teachers reflect this.

T16 Teachers recognise the importance of getting students to practise their language skills outside the classroom.

## Learner management

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

|                                 |                          |                                     |                          |                          |                          |
|---------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| T22 Information on UK education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|

#### Comments

T17 Placement tests are thorough, comprising both written and oral tests. Some students do the available online test prior to arrival. The DoS and /or ADoS see and assess every new student before placement is completed.  
T18 Teachers give coursebook-based progress tests every week. Results are also recorded on the students' portal so that students can keep an eye on their own progress. Tutorials are available to all students staying for four weeks or longer.  
T19 The examination descriptors in publicity and students handbooks are very clear.  
T21 Academic reports are available on request.

#### Classroom observation record

|                                |     |
|--------------------------------|-----|
| Number of teachers seen        | 12  |
| Number of observations         | 12  |
| Parts of programme(s) observed | all |

#### Comments

None.

#### Classroom observation

| Criteria                                   | Not met                  | Met                                 | Strength                            | See comments                        | N/a |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| T23 Models and awareness of English in use | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T24 Appropriate content                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T25 Learning outcomes                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T26 Teaching techniques                    | <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 Feedback to students                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T29 Evaluating student learning            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T30 Student engagement                     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |

#### Comments

T23 On the whole, teachers were able to model language well. Grammar points were explained effectively in most cases. The phonemic alphabet was in use in most classes. Teachers used language that matched students' individual levels of English but were not afraid to stretch them.  
T24 Most lesson plans were detailed, close to course objectives and student needs and often referred to work previously done. Teachers had not always taken early finishers into account which left the students in limbo. The content for the junior classes was well chosen. Class profiles were very brief in all cases. Topics chosen were relevant in most segments seen.  
T25 Schemes of work with learner outcomes are posted in all classrooms. These were however very rarely referred to in the lessons.  
T26 Teachers used a variety of activities and groupings. Activities, such as games and discussions and a range of interactions were, on the whole, managed effectively, although not all the activities led naturally into each other and sometimes the pacing was rather slow. The adult classes were generally very static. Teachers were aware of some of the younger students' short attention span, but were not afraid to be thorough where necessary  
T27 Teachers were all very confident in the use of the interactive whiteboard, which was used to good effect for a variety of purposes. A variety of other resources and materials was used effectively in most segments. All classes were well managed in a sensitive and supportive manner.  
T28 Many teachers noted students' individual problems and attended to them when the time was appropriate. There was, however, in many cases insufficient feedback on inaccurate grammar and pronunciation.  
T29 Teachers checked learning mainly through exercises and the careful monitoring of free practice.  
T30 There was a positive and hard-working atmosphere in most of the classes observed. Teachers were helpful, responsive and encouraging. They were courteous, kind and interested in their students. In the focus group students reported a very good rapport with their teacher and this was evident in the classes.

## Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the majority being good. Most teachers showed sound knowledge of the systems of English and generally adapted their language to the level of their students. Lessons were well planned on the whole, and took the needs of the students into account. Rapport between teachers and students was very good indeed and students commented very positively on the classroom experience and the teachers' professionalism.

## Teaching and learning summary

The provision meets the section standard. The academic staff profile is very good. The academic managers are appropriately qualified and suitably experienced. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area of strength.

## Welfare and student services

### Care of students

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

### Comments

W1 There is a good level of security at the school. The entrance courtyard is protected by CCTV. Detailed building risk assessments have been carried out on the premises, and copies of risk assessments for residences used by the school are on file. An annual health and safety audit is carried out by an external consultant; action points are identified. There is a detailed fire risk assessment on the school premises. The fire alarm is tested monthly; fire drills are held every two months and are logged. The school has three fire marshals. Appropriate fire evacuation procedures are in place. Three members of staff hold valid first aid certificates.

W2 All staff are committed to ensuring the welfare of students at the school. The student services manager is the initial point of contact for welfare issues. She is well supported by the principal, administrative staff and the homestay providers. Students in the focus group confirmed they felt looked after. Students have an opportunity to raise any welfare concerns at tutorials held every four weeks with the ADoS. A room for private religious observance is available on request.

W3 The student services manager is named in the student handbook and on notices as the person with responsibility for student welfare. The principal has had training in counselling and is able to provide additional support for students with personal problems.

W4 Policies for dealing with abusive behaviour are set out in staff and student handbooks. Procedures for dealing with abuse are also explained to students on notices, one aimed at adults the other at under 18s. Policies and procedures relating to the Prevent strategy have been developed. Notices affirming the school's commitment to core British values are on display. All staff have had Prevent training and hosts are informed of the policy.

W5 The school emergency number is included in the booking confirmation, the student handbook and on the student card. The student services manager and the principal share responsibility for responding to emergency calls.

W7 All required information is provided in the student handbook. This includes general information which applies to all Stafford House schools in the UK and details of services and facilities specific to Brighton. Information is clearly and accessibly presented.

W8 Students are informed in detail of the range of health care provision available in Brighton and their rights to treatment. Students with a low level of English are accompanied to the local NHS walk-in centre.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

The school has a register of approximately 180 homestay providers, all living within 50 minutes of the school by public transport. Single or shared room accommodation is offered, with a choice of self-catering, breakfast only, or

half board with full board at weekends. Students aged 12 to 17 years on junior courses receive full board accommodation; lunch is provided by the school at a nearby restaurant during the week and by the host at weekends.

The school also offers student house accommodation for adults in two adjoining houses in Hove, approximately 15 minutes' walk from the school, close to shops and the seafront. One house has ten rooms, the other seven rooms. There is a mix of single and shared rooms, with most being singles. Both houses have a well-equipped shared kitchen, a dining area, laundry facilities and a large garden at the rear. A supervisor lives in one of the houses and is responsible for checking students in and out. The two student houses are exclusively for use by Stafford House students.

The third accommodation option is a large student residence/hotel in the centre of Brighton, about ten minutes' walk from the school. This residence is set out over four floors and comprises a total of 170 rooms. There are three shared kitchens on each floor and a laundry room with three washing machines and three dryers. The reception desk in the lobby is staffed all day. Security staff are on duty all night. The school has an allocation of eight single rooms at this residence. All rooms have double beds, a private bathroom, a refrigerator, a comfortable chair, a large desk and a safe.

### 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 type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W11 Accommodation re-inspected    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W12 Accommodation registers       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W13 Information in advance        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W14 Student feedback              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W15 Meals in homestay/residences  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### Comments

W9 Three hosts were visited. All were friendly and welcoming and clearly took a personal interest in their students. The standard of accommodation varied but overall met the required standard. The student residence and the Stafford House student houses all provided a comfortable environment in convenient locations.

W10 An experienced host family visitor carries out an initial inspection of prospective hosts.

W11 Hosts are reinspected at least every two years, more frequently if circumstances change or there are complaints. Records of visits are noted on the school database.

W12 Records are well maintained. Valid Gas Safe certificates were on file for all host records sampled. The host family visitor helps hosts complete a fire risk assessment during the initial visit.

W13 Confirmations to students include full details of the agreed accommodation service. A brief profile of the host is included for students opting for homestay.

W14 Students are informed in the student handbook that they should raise any problems about accommodation with the accommodation officer. There are weekly meetings with students at which any problems with accommodation can be discussed. The student services manager meets with new students during the first week and follows up any problems with accommodation.

W15 The homestay handbook for hosts gives guidance on meal plan requirements. Students at the residence can choose to have breakfast in the dining room at extra cost. There are no meal options at the two student houses.

### Accommodation: homestay

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

**Comments**

W17 Hosts sign an agreement to confirm acceptance of the rules, terms and conditions. The homestay handbook, distributed to hosts at all Stafford House schools, gives detailed information on all aspects of providing homestay accommodation for students. Guidance is given on facilities and services, cultural awareness, laundry and cleaning, meals, student welfare, terms and conditions, and safety issues.

**Accommodation: residential**

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

**Comments**

W22 The student residence and the two student houses are regularly cleaned to a very high standard.

**Accommodation: other**

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

**Comments**

None.

**Leisure opportunities**

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

**Comments**

W26 The school provides a good range of information about local events and amenities. There is a local tourism resource file and numerous leaflets in the library. Major cultural events such as the Brighton Festival are promoted on the student portal.

W27 A varied programme of events is organised and publicised by one of the student services officers, supported by an activity leader. Three free events are offered every week with additional activities at extra cost. The school organises its own excursions and also promotes excursions run by an external travel company. Detailed resource packs are provided for activity leaders accompanying in-house excursions. Events suitable for under 18s on the adult programme are provided. Focus groups every three months give students an opportunity to suggest new activities. Appropriate leisure programmes are organised for junior closed groups. Students and group leaders commented very positively on the leisure programme and complimented the activity leaders.

W28 Risk assessments are in place for all activities. Activity leaders sign the relevant risk assessment each time they lead an activity to confirm that they have noted potential risks and how to minimise them. Guidance is given on how to respond to emergencies during activities.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. Homestay accommodation is of a reasonable standard and residential accommodation is of a good standard. Accommodation systems work to the benefit of students. The leisure programmes for individuals on adult courses and for junior closed groups are varied and well organised by enthusiastic activity leaders. *Care of students* and *Leisure opportunities* are areas of strength.

## Care of under 18s

| Criteria   | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| C1 Safeguarding policy   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C2 Guidance and training   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C3 Publicity   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C4 Recruitment procedures  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C5 Safety and supervision during scheduled lessons and activities  | <input type="checkbox"/> | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |

### Comments

Six independent students aged 16 or 17 years were following the adult programme at the time of the inspection.

There were also two junior groups from Thailand. The first group had 15 students, 13 to 18 years. Eleven of these students, all under 18s, were taught in a closed group, the remaining four students, three of whom were under 18, were integrated in the adult course. The second group also had 15 students, 13 to 17 years.

C1 An appropriate safeguarding policy is in place. The policy applies across all Stafford House schools in the UK, but has been tailored to the needs of the Brighton school. The student services manager and the principal are named in the policy as the designated safeguarding leads (DSL). Information about support available from the local authority is included.

C2 Four members of staff have had advanced safeguarding training. All other staff have had basic safeguarding training. All staff and hosts receive a copy of the safeguarding policy. The homestay handbook also gives an overview of the policy and guidelines for hosts. The school provides staff with in-house training on safeguarding issues.

C3 The level of care available to under 18s is stated in both the adult brochure and the summer brochure. The parental consent form includes independent travel between the homestay and school, and states that 16 and 17 year-olds on adult courses are not supervised outside lessons.

C4 A safer recruitment policy is in place. Applicants are informed in advance of the checks which will be carried out to assess their suitability to work with under 18s. DBS checks are carried out on all staff and on all adults in homestays, even if the hosts do not accept under 18s. Records were sampled and appropriate checks had been completed. In the case of two activity leaders, the DBS checks had not been completed; risk assessments on both these employees had been carried out and precautions introduced in order to minimise potential risks to under 18s. The school had requested police checks on the two group leaders and an accompanying teacher. Copies of the checks were on file. References were also file for teachers.

C5 Under 16s are not placed in classes with adults. Classes for junior groups attending year round are held in a separate wing of the school and breaks are staggered, thereby minimising contact with adults. A full leisure programme is always provided for junior groups. Group leaders are only responsible for their own groups.

C6 Rules for under 18s are in place; curfew times are specified and students are required to inform hosts of their daily plans. Rules are explained in the student handbook and at induction. All under 18s are placed in homestay accommodation and travel independently by public transport to and from the school. Students are advised to travel with a friend, particularly in the evenings. Student cards for juniors have their accommodation address printed on them, so that students can easily request help in finding their way if necessary. The DSLs have brief weekly meetings with all under 18s to check on their welfare and deal with any problems.

C7 Juniors are provided with all meals. In the case of the junior groups at the school at the time of the inspection students took lunch with their group leaders at local restaurants. Hosts do not accommodate under 16s and adults at the same time. Under 18s are not permitted to stay in the residence or in the student houses.

C8 Next of kin details are collected on the application form and are reconfirmed by students on arrival.

### Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 on school premises, in leisure activities and in homestay accommodation. The level of care provided for under 18s is of a good standard.