

Organisation name	ELC Brighton
Inspection date	11–12 June 2024

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

## Recommendation

We recommend continued accreditation.

## Summary statement

The British Council inspected and accredited ELC Brighton in June 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This large private language school offers courses in general and professional English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (15+) and vacation courses for adults (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

## Introduction

ELC is a group of schools comprising centres in Brighton, Eastbourne, and Chester. ELC is a not-for-profit organisation overseen by a voluntary board of trustees. The head office is in Brighton, where the chief executive officer (CEO) is based. The CEO is also the Principal of ELC Brighton. A new centre manager has recently been appointed to take over the day-to-day running of ELC Brighton from the Principal and his induction has begun. Since the last inspection, the academic manager has left, and a new one has been recruited internally. There have also been a number of changes within the administrative team.

The inspection took two days and included meetings with the CEO/Principal, academic manager (AM), accommodation and welfare officer, enrolment officer, buildings and maintenance manager, social activities organiser, and the incoming centre manager. Focus group meetings were held with a group of students and a group of teachers. All teachers timetabled to teach during the inspection were observed. One inspector conducted a virtual visit of a residence and virtual visits of three homestays.

## Address of main site/head office

33 Palmeira Mansions, Brighton and Hove, Hove BN3 2GB

## Description of sites visited

The main site is located in the centre of Hove. The premises consist of two adjoining buildings, with doorway links on four of the five floors. In addition to the 26 classrooms there is a lecture hall, a study centre with a computer room, a large reception area leading to a suite of offices, student and staff lounges and kitchens, and a teachers' room. A section of the building is dedicated to business English, with its own library, lounge and classrooms. The school also owns and uses premises (35 Church Road, Hove) across the road where there are six additional classrooms located over three floors.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<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"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

ELC Brighton offers general English courses of between 15 and 30 hours per week. Business English programmes for 'mini-groups' (maximum four students) and one-to-one students, examination preparation courses, and teacher training courses. In summer there is an off-site vacation course for students aged 16–18.

## Management profile

The CEO/Principal has been in post for 17 years but has recently recruited a new centre manager who has already begun their induction and will be in the role full time in the next few weeks. The CEO/Principal is supported by the AM, accommodation and welfare officer, enrolment officer, and social activities organiser, as well as a finance officer and buildings and maintenance manager. The AM is supported by two assistant academic managers, one of whom oversees the academic management of the summer vacation course, and the other course/student administration.

## Accommodation profile

The school provides homestay accommodation for the majority of students. It also places students in a residence which is managed by an agency registered with the British Council. A range of hotels and a residence are also recommended.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision, in all respects, operates clearly to the benefit of the students, and very evidently in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management, Staff management, Student administration, and Publicity* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a safe, very comfortable and professional environment for work and relaxation. A wide range of well-organised learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a good professional profile (qualifications, experience and continuing professional development) entirely appropriate to the context. Teachers receive very good guidance to ensure that they support students most effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students receive a very good level of pastoral care and benefit from well-managed student services, including very well organised and resourced out-of-class activities and entirely suitable, well-managed accommodation. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. The safeguarding policy is comprehensive and there is a good level of training and guidance to all stakeholders. Students are well supervised, and the accommodation is well chosen and entirely suitable. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

**Comments**

M1 ELC has a statement of goals and values that covers all aspects of the provision and it is made known to all stakeholders through a variety of channels. It was evident from speaking to staff and students that these values clearly underpin all activity at the school. The CEO was able to articulate the relevance of the statement to the school's current context.

M2 The school's development plan is very detailed, and broad in scope, with SMART objectives in place. Evidence was seen that a number of objectives have already been met, and progress towards others has also been recorded.

M4 Channels of communication, both formal and informal, are very effective. There are regular formal meetings both within and between the three ELC schools. Staff and managers have opportunities, both formally and informally, to communicate across the organisation.

M7 The review of systems and processes is very thorough and well documented. Minutes from meetings and the development plan provide clear evidence of a focused and systematic approach to improvements across the school.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

**Comments**

M8 The staff guide is comprehensive, and support is key to many of the policies and procedures therein. Overall, staff feel valued and well supported in their roles.

M10 There are efficient procedures for each stage of the recruitment process, including a thorough interviewing process, and evidence of their consistent implementation. Staff files were all complete.

M11 Thorough inductions are provided for all staff. There are opportunities for observing and shadowing colleagues, and good use is made of quizzes to help new team members digest key information.

M13 There are very effective procedures to ensure the CPD of staff. CPD is well established and funded. Individual development needs and opportunities are identified, and all staff are encouraged to engage fully with their professional development.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

**Comments**

M14 Excellent customer service is central to the ethos of the school, and records of student feedback rate this aspect of the provision very highly. Students in the focus group were also very happy with the helpfulness of staff.

M15 Students or their representatives receive excellent support on course choice, and this is available through a variety of channels.

M18 Systems for recording student attendance and responding to absences are very clear and efficient. One member of staff has specific responsibility in this area and evidence was seen that the policy is consistently implemented.

M20 As well as the complaints policy, notices around the school make it clear to students who to see if they have a problem with any aspect of their stay, including the option to escalate their concerns to an external body. Records show that action taken is swift and appropriate.

Publicity	Area of strength
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the website. In addition, the school has a presence on various social media platforms.

M21 The website is easy to navigate with very clear descriptions of the provision; all supported by authentic photo and video material. The brochure is similarly attractive, and all publicity gives an impression of the school which is fully representative of the student experience.

M23 Information on courses is detailed, very clear and consistently presented across all courses.

M25 There is a section devoted to providing information on the level of care given to under 18s at the school. The page also contains links to both the safeguarding policy and the pastoral care policy.

M26 The description of accommodation is accurate, well presented and supported by a useful frequently asked questions section.

### Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

#### Comments

P1 The facilities manager has had external fire marshal training, and fire drills are conducted at least every two months to allow for changes to the student body due to continuous enrolment. Risk assessments are detailed and show evidence of review, and good security measures are in place at the entrance to the building.

P2 Considerable investment has been put into the internal and external decoration of the main site. Original features have been well preserved while providing students and staff with a comfortable, welcoming, and professional place in which to study and work.

P5 Wayfinding signage is very helpful and excellent use is made of noticeboards for the display of general information.

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P6 Office space is generous and well appointed, while teachers benefit from a large, bright teachers' room as well as a lounge/kitchen area.

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<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### **Comments**

P7 There is a wide range of well-organised and up-to-date learning materials for teachers to use with their students. A system of allocation is in use to ensure that there is no duplication of materials on different courses.

P8 There is a culture of sharing with regard to materials among the experienced teaching team. Published teacher development materials are also available and subscriptions to online resource websites are in place.

P10 Students have access to a learning centre with both digital and paper-based materials available. This is staffed at least once a week, but teachers also take their classes here on a regular basis.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Area of strength</b>
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

#### **Comments**

The academic staff team (both teachers and managers) have a professional profile (qualifications and experience) that is clearly, appropriate to the school's context. A majority of teachers are TEFLQ, and the team as a whole have a very good range of experience.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

<b>Academic management</b>	<b>Area of strength</b>
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

#### **Comments**



T4 The matching of teachers to classes and timetabling of lessons is very effective, with appropriate consideration given to experience, preference and development needs.

T5 At busier times, a permanent member of the teaching staff is timetabled for cover, and there is further support available from the AM and assistant AM.

T7 Academic induction is very thorough and supported by excellent record keeping. New teachers complete a number of checklists to ensure awareness of new systems and procedures, and those spoken to found the process very supportive.

T8 Teachers spoke very positively of the availability and helpfulness of the academic management team. There are also a number of teachers on the team with previous academic management experience, and teachers spoke warmly of the support they also receive from each other.

T9 Arrangements for observation and monitoring are very effective. There are annual regular, formal observations of all teachers and frequent informal pop-in observations, both of which inform the CPD programme. Teachers receive detailed and helpful feedback and reported positively on the process.

T10 There are very effective procedures to ensure relevant and appropriate CPD. There are monthly in-house development sessions. Regular check-ins identify developmental needs and teachers are offered opportunities and encouraged to lead sessions and to present at external events.

<b>Course design and implementation</b>	<b>Area of strength</b>
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

#### **Comments**

T11 Course design is based on very clear principles and teachers are well supported in matching the syllabus to the coursebook. There is also a degree of negotiation with students on a weekly basis to ensure the interests and needs of all students are considered.

T12 There is a good focus within the syllabus to ensure that students benefit linguistically from their stay in the UK. Activities linked to their lives outside the school, including their interactions with homestays as well as opportunities provided by the social programme, are well supported.

T13 Feedback from students and staff is systematically used to develop course design. Evidence was seen of how this has been used to good effect with regard to general English classes in the afternoons.

<b>Learner management</b>	<b>Area of strength</b>
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### **Comments**

T15 Placement procedures are clearly effective. All language areas are tested, and it was evident from lesson observations as well as speaking to students, that the levels in each class were similar.

T16 There are various procedures for monitoring students' progress. As well as weekly reviews, there are more formal progress tests and school-wide levels tests.

T17 Students receive excellent support in identifying their needs. This is done informally through interaction with an attentive and experienced academic team, and through the tutorial programme which provides a more formal opportunity to set and review objectives.

#### **Classroom observation record**

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	General English, exam preparation, English for work

#### **Comments**

None.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

#### Comments

T19 All teachers provided clear models of language and most teachers showed good knowledge of meaning, form and function.

T20 All lesson plans and lessons showed excellent knowledge of student needs and backgrounds. Sensitivity to personal issues was in evidence and it was clear that student requests and interests played a role in the choice of topics.

T21 Student outcomes were well defined in most cases and shared with students. The staging of lessons was also coherent in most segments seen.

T22 The majority of teachers used a wide range of teaching techniques confidently. This included elicitation, nomination, and the use of time limits. In the strongest segments, the checking of concepts as well as instructions was helpfully employed, and the drilling of new language was very effective.

T23 Interactive whiteboards and other resources were used confidently in many classes. This included the use of visuals, annotation of online coursebook materials, and some well organised board work.

T24 In most lessons a range of correction techniques was seen, from simple reformulation, to elicited on the spot correction as well as a delayed error focus planned for an appropriate point during the lesson.

T25 In the majority of cases, it was clear from lesson plans as well as segments seen that students were encouraged to evaluate their own learning at the end of lessons. Checking and production tasks were also used effectively.

T26 Nearly all teachers created a positive and inclusive environment by moving students around to increase and vary student interaction. In the vast majority of cases, rapport was very good, and students were very happily engaged with learning the language.

#### Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

#### Comments

W1 There is a comprehensive plan to respond to any emergency, which is made known to staff and relevant elements to students. A summary of the emergency plan is added to risk assessments for the leisure programme.

W2 The level of pastoral care is very good. There is an explicit policy on its provision, tutorials contain a pastoral element, and all staff and hosts are encouraged to be aware of students' potential needs and who to refer issues to.

W3 Tolerance and respect feature prominently in the organisation's ethos. Students are made aware of the policies and procedures in various appropriate ways. All staff and homestays complete the school's commissioned online safeguarding and Prevent course.

W5 Up-to-date information and advice about life in the UK is clearly presented in a range of ways. Onward travel arrangements are personalised for individual students and groups, with guaranteed limited wait times when transfers are arranged by the school.

W6 Students are guided and supported in accessing adequate health care. When needed staff or homestay hosts will accompany students to appointments

<b>Accommodation</b> (W7–W18 as applicable)	<b>Area of strength</b>
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### **Comments**

W7 Students enjoy a very comfortable living environment throughout their stay. The homes visited were entirely suitable and welcoming and it was evident that hosts build up a very good relationship with their students. Feedback is consistently good.

W9 Inspections are carried out by extremely experienced staff. Visits to homestays are carried out every two years and more frequently to those hosting under 18s. There are well-kept records of all visits, checks and certificates.

W10 Students receive very helpful and complete information about their accommodation, which includes a pen portrait of the 'family' and personalised information about the journey between the accommodation and the school.

W11 Problems with accommodation are quickly identified during the first two days of the student's stay. Any issues are dealt with promptly, effectively and with sensitivity.

W13 Meals provided in homestay accommodation receive consistently positive feedback. There are hosts available to prepare meals for students with special dietary requirements.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### **Comments**

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### **Comments**

All criteria in this area are fully met.

<b>Leisure opportunities</b>	<b>Area of strength</b>
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### **Comments**

W19 Students are very much encouraged to attend, and given ample information about, local events and activities. Suggestions are included in the weekly social programme. Staff are available and willing to help students with the planning and any booking arrangements.

W20 The content of the social programme is varied and appropriate. Students complete surveys and are regularly asked for suggestions and the programme is very much suited to both adult students and under 18s.

W21 The leisure programme is well resourced. There is a full-time member of staff responsible both for the organisation of and leading the programme. Additional staff are recruited for the summer. Staff receive very thorough briefing before each activity or excursion and are given packs containing all necessary information.

W22 Thorough risk assessments are produced and regularly updated by the very experienced social activities organiser. Both the social activities organiser and summer activities staff are first aid trained.

#### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Area of strength</b>
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### **Comments**

At the time of the inspection there were seven students under 18. Closed groups of students aged under 16 are accepted outside the summer. During the summer a teenage course is run at separate premises for 16–18 year-olds and up to 65 students are expected here.

S1 There is a clear and comprehensive safeguarding policy, which has had expert opinion into its framing. The policy is implemented through and supported by relevant practical documents, including codes of conduct and incident reporting.

S2 The policy is made well known to all stakeholders and guidance and training ensure its effective implementation. As well as the designated safeguarding lead, who has specialist level training, the accommodation officer is also trained to specialist level and the assistant to advanced level. All staff and homestay hosts complete a basic level safeguarding course, which was commissioned by the school.

S5 Very suitable arrangements are in place for the supervision and safety of students during scheduled lessons and activities. When groups of under 16s are in the school, there are effective procedures to keep them separate from adult students. Absence or lateness of under 18s is quickly and effectively followed up.

S6 Students, staff and hosts are made very aware of the rules, and all agree to codes of conduct. Hosts work very closely with the school and inform them immediately if students break the rules.

S7 The accommodation is entirely suitable. Under 18s are always placed with very carefully selected homestay hosts, who are trusted and well known by the school. Under 18s in groups are always placed in clusters, and individuals accommodated with or located near another student so that they can make the journeys, which are risk assessed, to and from school together.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	July 1983
Last full inspection	July 2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	The English Language Centre, Chester; The English Language Centre, Eastbourne
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1962
Ownership	Name of company: The English Language Centre Company number: 01508550
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Loxdale, Locks Hill, Portslade, BN41 2LA (Swedish Folk High School, 8 classrooms)

### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	112	200
Full-time ELT (15+ hours per week) aged 16–17 years	7	65
Full-time ELT (15+ hours per week) aged under 16	0	0
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 ELT/ESOL students shown above</b>	<b>119</b>	<b>265</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–74	16–64
Adult programmes: typical length of stay	2–44 weeks	2–44 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Korean, Turkish, Swiss, Japanese	Swiss, Spanish, Turkish, Saudi Arabian, Italian
Junior programmes: advertised minimum age	(14) closed group off-peak	N/a
Junior programmes: advertised maximum age	(17) closed group off peak	N/a
Junior programmes: typical length of stay	1–2 weeks	N/a
Junior programmes: predominant nationalities	Swiss, Japanese, Italian	N/a

<b>Staff profile</b>	<b>At inspection</b>	<b>Estimate at peak</b>
Total number of teachers on eligible ELT courses	13	27
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	9	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	1	

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

<b>Profile at inspection</b>	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
<b>Total</b>	<b>3</b>

Assistant Academic Manager 1 – no teaching at peak times (eg summer, off-peak closed groups including preparation time for these periods, Summer Vacation Course Director),  
Assistant Academic Manager 2 – no teaching in summer and when covering other academic managers' holiday.  
Otherwise full-time teaching of 18.75 hours per week including teaching during inspection.

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	12
TEFLI qualification	2
A TEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
<b>Total</b>	<b>14</b>

#### **Comments**

This includes the TEFLQ Assistant Academic Manager who was teaching during the inspection.

#### **Accommodation profile**

<b>Number of students in each at the time of inspection (all students on eligible courses)</b>		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	66	7
Private home	0	0

Home tuition	0	0
Residential	16	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	30	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	112	7
Overall total adults + under 18s	119	

**Points to be addressed**

N/a