

Organisation name	ELC Eastbourne
Inspection date	29–30 May 2024

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited ELC Eastbourne in May 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 for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (13+), and vacation courses for adults (18+) and young people (16-22).</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, publicity, premises and facilities, learning resources, academic staff profile, course design, learner management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

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. Since the last inspection of ELC Eastbourne, the academic manager has left, and the assistant academic manager has been promoted to this role. A new assistant academic manager has also been appointed from within the academic team. There have also been a number of changes within the administrative team.

The inspection took one and a half days and included meetings with the chief executive, centre manager, academic manager, accommodation and welfare officer, buildings and maintenance manager, and social activities organiser. 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 visited a student residence and conducted virtual visits of three homestays.

Address of main site/head office

8 Trinity Trees, Eastbourne BN21 3LD

Description of sites visited

School premises consist of two Victorian buildings; one detached and the other semi-detached. Both are located close to the town centre and beach. The houses are on different streets (Trinity Trees and Lismore Road), but very close to each other, with one behind the other, separated by the garden at Trinity Trees and a road. On the main site, there are offices, a staffroom, a student lounge, a pool room, a reception area, twelve classrooms and six toilets. Outside, there is a patio area for smokers, and a cultivated garden with picnic-style bench tables and chairs. In the second site (Lismore Road), there are a further nine classrooms, five toilets and the study centre, as well as a patio at the back of the house.

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 checked="" 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 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 Eastbourne offers general English courses of 25 or 30 lessons per week. There is the option to combine this with the activity programme or attend only lessons. A general English programme for students aged 50+ is also offered as are examination preparation courses, and one-to-one lessons. Closed group courses are run outside the summer with a minimum age of 13. A number of English plus courses are available in the summer along with a summer vacation course for 16–22 year-olds.

Management profile

The centre manager from each school in the group reports to the CEO of the ELC group. The academic manager, accommodation and welfare officer, and social activities organiser are all line managed by the centre manager. The academic manager is supported by an assistant academic manager and manages the teaching team.

Accommodation profile

The school provides homestay accommodation for the majority of students. It has recently acquired a student house, with five bedrooms. Some local hotels are also recommended.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management systems are very strong, with a well-established set of organisational values and detailed plans for the future of the organisation. Staff management is mostly very good, and student administration procedures are efficient and supportive. Publicity is attractive, appropriately detailed, and accurately describes the provision. *Strategic and quality 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 and facilities are spacious, well maintained and provide both students and teachers with a very comfortable and welcoming environment. There is a wide range of learning resources and good facilities for independent learning. *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 profile is very good, and teachers benefit from a very supportive academic management team. Course design is principled, and learner management systems are very effective, with regular monitoring of students' progress. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Course design*, and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. 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. There is a good level of training and guidance to all stakeholders 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. It is made known to all stakeholders through a variety of channels and from speaking to staff and students, clearly underpins 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, 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 Communication is very effective with regular minuted meetings for the various departments as well as through more informal channels. A party is held for homestay hosts every year to which all staff and students are invited.
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.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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.	Not 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 felt valued and well supported in their roles.
M10 There are comprehensive 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.
M12 Although the appraisal system for permanent staff is entirely suitable, a number of teachers on temporary contracts have had no form of performance review in the last year.
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.

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

P2 Both buildings are in a very good state of repair, decoration, and cleanliness. Considerable resources have been allocated to ensure that the cycle of maintenance is ongoing.

P3 Classrooms vary in size, but all were entirely suitable for the group sizes using them. They are well appointed with flexible furniture and both students and teachers were happy with them.

P4 There are several pleasant areas both inside and outside for students to relax and eat. Vending machines for snacks and hot drinks are in place.

P5 The school makes excellent use of both digital and physical noticeboards for the display of general information, including many photographs of students.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	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. There is a system of allocation 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 weekly basis.

Teaching and learning

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

Comments

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

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

Academic management	Met
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.	Not met
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 As well as the DoS and ADoS, there is a regularly updated list of available cover teachers, and detailed work records are kept ensuring continuity.
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 both the AM and the assistant academic manager. There are also several teachers on the team with previous academic management experience, and teachers spoke warmly of the support they also receive from each other.

T9 Although permanent members of the teaching team benefit from supportive and developmental observation procedures, a number of regular teachers not on permanent contracts had not had an official observation in the previous 12 months.

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.

Course design and implementation	Area of strength
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. The 25+ and 50+ courses are under continuous review in order to match the needs of the specific groups and individuals.

Learner management	Area of strength
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 within 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 record-keeping is very good.

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

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	General English, exam preparation, skills, 50+

Comments

None.

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

Comments

T19 Teachers provided very clear verbal modelling. Explanations of aspects of pronunciation, grammar, and lexis were mostly very good and appropriate to the level of the students.

T20 Student learning needs were well known and cultural factors were also taken into consideration. Evidence of helpful differentiation was seen in lessons, as was evidence of good liaising between morning and afternoon teachers.

T21 On many lesson plans learner outcomes were well defined and, in most cases, these were shared with students. All activities in the lessons were logically sequenced.

T22 A range of teaching techniques was seen. This included elicitation, nomination, and the use of time limits. In the stronger segments, concept checking questions were used to good effect and drilling of new language or aspects of pronunciation was confidently employed. Monitoring of students was mostly effective and non-intrusive.

T23 Technology was used confidently in most classes. This included the use of visuals, annotation of online coursebook materials and some well-organised board work with effective use of colour. All materials were appropriate and, in some cases, this included preparation for excursions.

T24 In many lessons an appropriate focus on errors of pronunciation was seen. Games were used to correct errors from a previous lesson, and on-the-spot error correction was seen in all classes.

T25 Learning was evaluated by way of checking and production tasks. In the stronger lessons, a reflection stage was included in the plan for the end of the lesson.

T26 Teachers were generally dynamic and created a positive environment. Rapport was good and all students were engaged with their learning. In the stronger segments seen, interaction patterns were varied, and student-to-student interaction was prioritised.

Welfare and student services

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

Comments

W2 The level of pastoral care is very good. There is an explicit policy on its provision and students are made very aware of the support available during their inductions, on displays and in handbooks. Tutorials contain a pastoral element, and careful records are kept of all welfare issues.

W3 Tolerance and respect feature prominently in the organisation's ethos. 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 and locations, and onward travel arrangements are personalised for individual students and groups, with guaranteed limited wait times.

W6 Students are fully assisted in accessing healthcare, and staff are on hand to accompany students if, due to age or language level, they require assistance when visiting the doctor or a hospital

Accommodation (W7–W18 as applicable)	Area of strength
<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. This was evident in the homes visited during the inspection and also in consistently positive comments seen in feedback. It was very apparent that hosts build up excellent relationships with their students.

W9 Inspections are carried out by an extremely experienced member of staff. Visits to homestays hosting under 18s are carried out annually and others within two years. 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 good feedback from students. Hosts receive guidance and support in providing well-balanced diets as well as specialised diets when requested.

Accommodation: homestay only	
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 the above area are fully met.

Accommodation: other	
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 the above area are fully met.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength

W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
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 and displayed on the common room monitors. 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 are asked for suggestions and the programme is very much suited to both adult students and under 18s. The 50+ course has its own social programme, which receives excellent feedback.

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. A second member of staff is employed for the summer. Teachers also lead the activities. The weekly excursions are very well planned and leading staff are fully briefed.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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 three students aged under 18. Closed groups of students aged under 16 are accepted outside the summer. During the summer the number of under 18s increases, 40 predicted in peak week.

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 and social activities organiser are trained 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 Supervision outside scheduled activities is entirely appropriate. Clear codes of conduct are in place and both students and parents sign agreement to these via the parental consent form. Rules are made very clear to students and homestays.

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	1983
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	The English Language Centre, Brighton; The English Language Centre, Chester
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1936
Ownership	Name of company: The English Language Centre Company number: 015008550 Educational charity: 281859
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

Student profile	At inspection	Estimate at peak
	At inspection	July
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	38	90
Full-time ELT (15+ hours per week) aged 16–17 years	3	40
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	42	130
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–73	16–60
Adult programmes: typical length of stay	2–44 weeks	2–4 weeks

Adult programmes: predominant nationalities	Swiss, Saudi Arabian, Japanese, Colombian, Omani	Spanish, Italian, Czech, Turkish, Saudi Arabian
Junior programmes: advertised minimum age	(13) closed group off-peak, not running during inspection	0
Junior programmes: advertised maximum age	0	0
Junior programmes: typical length of stay	0	0
Junior programmes: predominant nationalities	0	0

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	17
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

The assistant academic manager was teaching 7.5 hours. during the week of inspection. At peak times, he is not on the teaching timetable, and in the quietest times, he can be on a full timetable of 22.5 hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	5
TEFLI qualification	3
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	8

Comments

This includes the TEFLQ assistant academic manager who was teaching during the inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	30	3
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	5	0

Independent self-catering e.g. flats, bedsits, student houses	1	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	39	3
Overall total adults + under 18s	42	