

Organisation name	St Brelade's College, Jersey
Inspection date	19–20 April 2023

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 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. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 has been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited St Brelade's College in April 2023. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

## Introduction

St Brelade's College is a well-established school founded in 1978. It is the only year-round accredited school in Jersey. During the summer months courses run at two separate sites, St Brelade's College (main centre) and Highlands College (teenage centre). Most of the school's students are French and German, and from other parts of Western Europe. The majority of students enrol on junior courses (11–17) during the summer months. A small team of teachers is employed year-round but most teachers are employed in the summer, with a high number returning each year.

The previous director of studies (DoS) left at the end of summer in 2022. In her place one of the senior teachers has taken on the academic responsibilities of the DoS role on a part-time basis. The new part-time academic manager is TEFLQ and QTS qualified with over 20 years' teaching experience as well as several years' experience managing teachers at the teenage and pre-teen centres.

This compliance-only inspection was carried out by two inspectors over one and a half days. The inspectors held meetings with the principal, the academic manager, the marketing manager, the office manager, the facilities manager, two student services managers, a residence manager and one group leader. A focus group meeting was held with the teachers, and another with a group of students. All of the eight teachers and the academic manager timetabled to teach during the inspection were observed. One inspector visited three adult residences and two homestays.

## Address of main site/head office

Mont Les Vaux, St Brelade, Jersey JE3 8AF

## Description of sites visited/observed

St Brelade's College (main centre) is located just outside St Aubin, a small harbour village near St Helier. The building was originally a primary school and has been converted to provide twelve classrooms, a reception with open-plan work places for the school office and management team, an adjoining office for the student services team and a student lounge/games room for the teenage students. A log cabin to one side of the main building provides one large classroom/student lounge for the adult students, a room suitable for one-to-one tuition, a kitchenette and a toilet with disabled access. There are several seating areas outside the building, a recreation area and a large parking space. Highlands College (teenage centre) is a college of further education in St Helier and is used for ten weeks every summer for the courses for teenagers. The school has the use of up to 24 rooms in two blocks of classrooms, all in close proximity, a canteen and a large playing field.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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

At the main centre general English courses of 15 or 22.5 hours per week for adults (18+) are run from April to October on a continuous enrolment basis. There are two further course types for adults: a course for students aged 50+ and English plus golf.

The main centre also hosts school groups from March to June and September plus juniors during the spring and autumn school holidays. During summer the main centre is used for adults, pre-teens (10–13) on holiday courses and older teenagers on intensive courses. Holiday and semi-intensive courses followed by afternoon activities, are run at the teenage centre for students aged 14–17.

---

Online one-to-one classes are also offered from January to March and October to December.

---

### Management profile

The principal has responsibility for all areas. The administrative team, student services and the academic manager report to the principal; teachers report to the academic manager and the principal.

---

### Accommodation profile

Homestay and residential accommodation is offered. Homestay accommodation is available throughout the year and is compulsory for students who are under 14, unless they are accompanied by their parents/guardians. The school owns three student residences. One, Peterborough House, which is five minutes' walk from the main school, has 11 ensuite bedrooms and one studio apartment. It has two live-in managers. It is open all year and is used primarily to accommodate students who are 18+ but occasionally accepts parents with a child sharing the same bedroom or apartment. The other two, Beachside 1 and Beachside 2, are located next door to each other in St Helier and have live-in managers. During the summer they accommodate students aged between 14 and 17 who are attending courses at Highlands College. Outside the summer, they occasionally accommodate adult students.

---

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively. Publicity is clear and accurate.

#### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are well structured and effectively managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are generally well met; however, some essential risk assessments have not been completed. The homestay and residential accommodation provided is of a good standard and appropriate systems are well managed. Students have access to a good variety of age-appropriate social, cultural and sporting activities.

#### Safeguarding under 18s

The provision meets the section standard. Safeguarding policies and procedures are sound. There are suitable arrangements for the safeguarding of students aged under 18 within the school, during out-of-class activities, outside school hours and in their accommodation.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

---

### Evidence

#### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met

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.	Met
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.	Met

#### Comments

The organisation has clearly stated goals and values and the organisation plan provides more detail about its specific objectives with timeframes, although current planning is still relatively short-term. The school's management structure is clear and supported by photographs of staff with their roles and titles. Communications are good, making use of a range of different channels, both formal and less formal, with minuted meetings as appropriate. Student feedback is collected at the beginning and end of courses. Feedback is collated and action taken is recorded. Staff have both formal and informal opportunities to give feedback. A detailed self-evaluation document is in place and up to date.

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

#### Comments

There are thorough and well-documented systems to ensure that staff are well inducted, supported and monitored, as well as given appropriate opportunities for development. HR policies and procedures are clear and staff records sampled had all the required documentary evidence in place.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
<b>Comments</b>	
Staffing levels and cover arrangements are well thought through. Pre-arrival advice and guidance is personalised and communication with prospective students is thorough. Help, support, and advice for students after enrolment is widely available. Contact and next of kin details are carefully managed in general, although information about whether the emergency contact speaks English and their relationship to the student was not always recorded. A field to ensure this information is collected was added to the database at the time of inspection and is no longer a point to be addressed. There are clear policies and procedures, well understood by staff, for dealing with complaints and student conduct.	
<b>Publicity</b>	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met
<b>Comments</b>	
Publicity consists of the website as the main medium, downloadable brochures and a range of social media.	
Publicity is very clear and attractively presented, with photographs and videos of actual students, premises and activity, and comprehensive information on all aspects of the provision. Some documents relating to accommodation and the end of course certificate given to students use an old version of the Accreditation Scheme marque.	
<b>Premises and resources</b>	
<b>Premises and facilities</b>	
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
<b>Comments</b>	
The school is well maintained and provides a welcoming and comfortable environment for teaching and learning. Classrooms are well equipped with appropriate furniture and most have good natural light. There is a range of areas for study and relaxation, as well as access to drinking water, a vending machine, and social spaces for the different age groups. Notices and signage are clear, and noticeboards and displays are plentiful, informative and well maintained. Staff have appropriate space and facilities for work, relaxation and storage.	
<b>Learning resources</b>	
	Met

P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

Both students and teachers benefit from a good range of resources. Teachers have access to digital materials as well as supplementary materials and facilities for printing and photocopying. There are appropriate arrangements for regular review of all resources.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

All members of the current teaching team except one have a Level 6 qualification. A rationale was provided for this teacher which is accepted in the context of the inspection due to her engagement with post-school learning and participation in continuous professional development (CPD) activities in the school. One member of the teaching team does not have an ELT qualification. A rationale was provided which showed that he has qualified teacher status (QTS), has taught English in secondary schools for many years and has participated in CPD sessions. The rationale is accepted within the context of this inspection. Overall, the teaching team has a range of knowledge, experience and skills which is very well matched to the school and the students. The academic manager is TEFLQ with relevant teaching and management experience.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

Most aspects of academic management are carried out effectively. Teachers in the focus group were appreciative of the support provided and the opportunities to share ideas and good practice, informally and through CPD

sessions. Regular, formal observations of teachers are being reinstated and all teachers who taught over the summer had been observed.

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

#### Comments

Course design is based on stated principles and regularly reviewed taking staff and student feedback into account. Weekly planners stating intended learning outcomes are displayed on classroom walls but in general little reference was made to them. Although not yet fully highlighted in course outlines, a focus on learning strategies and independent learning is provided by the coursebooks in use. The social programme and in-class activities focused on language heard outside the class help to ensure that students are supported to develop their language skills; although adequate, this is currently not entirely systematic.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All aspects of learner management are effectively dealt with, and students benefit from appropriate learning support. Academic reports are produced at the end of each course, although at present these are based on teachers' impressions of the progress students have made.

#### Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

#### Comments

The academic manager was teaching during the inspection and is included in this number.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Overall, teachers provided accurate models of spoken and written language, although in some segments observed inaccurate models were presented to students. Some teachers managed students' questions about new vocabulary and grammar more efficiently than others. There was evidence in better lesson segments of sound knowledge of phonological systems: for example, use of phonemes, though little use of stress and intonation marking was seen.

T24 Teachers devised plans which drew on the course objectives. The lesson content was usually based on an appropriate coursebook. In better segments, teachers developed and personalised the topic to take into account the students' needs, interests and their cultural backgrounds, but generally plans lacked detail about students' individual needs, interests, strengths and weaknesses.

T25 Plans stated learning outcomes but generally did not indicate how outcomes would be reviewed and evaluated at the end of the lesson. There was evidence in some lessons that the lesson outcomes had been made known to students at the start of the lesson although sometimes in a very general way. Learning objectives were generally achieved by means of a series of linked activities.

T26 In general there was a good range of techniques in evidence, including good questioning, prompting, checking of meaning and instruction giving, though not always checked. In some lessons there was an over-reliance on teacher explanation. In better segments, there were opportunities for student speaking practice using a range of activities to engage students, and some effective techniques which focused on pronunciation were observed.

T27 Overall, the management of seating arrangements and student movement in the classroom encouraged interaction. Resources seen in use included handouts/photocopies and whiteboards. In better segments good use was made of digital resources. Generally, whiteboards were not used to best advantage; some were well organised but in some cases new vocabulary and explanations were written up randomly leaving students confused about what they should be noting down and recording.

T28 All teachers gave frequent encouragement and praise. Exercises and activities were corrected, but in some segments opportunities were missed to pick up on students' spoken errors and to provide follow-up practice.

T29 Lessons included activities to assess whether learning had taken place but sometimes opportunities to test out use of new language were not included. In the best segments reference was made to previous learning and language input was personalised.

T30 Overall, teachers created a positive learning atmosphere and a sense of purpose, encouraging and enabling students. In some segments, too much teacher talking time and poor pacing resulted in less meaningful interaction with students losing interest and focus, but generally students were attentive, engaged and learning and clearly enjoying the classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Teachers mostly showed good awareness of linguistic systems and provided clearly staged plans which reflected course and group needs and made use of a variety of materials. Teachers generally used a range of techniques with confidence and gave frequent praise and encouragement to students. Classroom management was dealt with effectively and there was a positive working atmosphere in most classes.

### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met



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

#### Comments

Measures are in place, based on risk assessments, to ensure the safety and security of all students within the central school premises, in residences, and when travelling between the students' accommodation and the school. Thought has been given to how the premises can be shared safely by adults and younger students. However, there is no risk assessment for the school's use of Highlands College in the summer. Students receive a high standard of pastoral care and there are appropriate and well-advertised policies to promote tolerance and respect. A wide range of useful information about travel arrangements and life in Jersey is made available to students before and during their stay. Health care provision is satisfactory; there are a number of trained first aiders.

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

#### Comments

St Brelade's provides suitable residential and homestay accommodation. Well-managed systems are in place. Detailed information about the accommodation arrangements is provided to hosts and students. Accommodation providers receive clear information about the requirements and feel well supported. Feedback is gathered from students and any problems are identified and acted upon appropriately. Student feedback on the provision is very positive.

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

#### Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
-----------------------------	--

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

#### Comments

All criteria in this area are fully met.

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

#### Comments

A full social programme is included for the juniors. A number of free activities are arranged for adults, and they are helped to make the most of their leisure time. Students receive good information about local social and cultural activities. Staff running and supervising leisure activities have appropriate experience and training. Risk assessments are conducted and staff are well briefed. Some of the activities, for example water sports, are run by specialised reputable organisations.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
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.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

At the time of the inspection, two thirds of the students were aged under 18. This proportion is typical outside the summer months. The percentage is higher during peak weeks in the summer, when courses for juniors are held at Highlands College.

The school has a suitable safeguarding policy covering all the required areas. Staff and accommodation providers have appropriate training. Parents and guardians receive detailed information about the level of care provided; the parental consent form contains all the necessary information. Safer recruitment procedures are rigorously followed, and records are well maintained. Accommodation arrangements are suitable. The level of supervision within the school and during out-of-class activities is appropriate to the age of the students. There are clear rules, supported by risk assessments, for what students may do outside the scheduled lesson or activity times and without

supervision. Measures are in place to enable 24-hour contact between the school, parents and guardians if required.

### 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	1991
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
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	Externally validated teacher training course
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1978
Ownership	Name of company: St Brelade's College Ltd Company number: 125119
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	Highlands College, Highlands Lane, St Saviour, Jersey JE1 1HL

### Student profile

Student profile	At inspection	In peak week (2023): July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students (eligible courses)</b>		
Full-time ELT (15+ hours per week) 18 years and over	19	30
Full-time ELT (15+ hours per week) aged 16–17 years	13	60
Full-time ELT (15+ hours per week) aged under 16	28	130
Part-time ELT aged 18 years and over	1	2
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	<b>61</b>	<b>222</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French	French, Spanish, German
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	35–65	35–65
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	German, Swiss, French	German, Swiss, French

<b>Staff profile</b>	At inspection	In peak week July (organisation's estimate)
Total number of teachers on eligible ELT courses	8	19
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	2	

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

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
<b>Comments</b>	
The academic manager was scheduled to teach 15 hours in the week of inspection.	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	8
<b>Comments</b>	
None.	

#### **Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	5	39
Private home	0	0
Home tuition	0	0
Residential	9	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

<i>Arranged by student/family/guardian</i>		
Staying with own family	2	2
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	20	41
Overall total adults + under 18s	61	