

Organisation name	St Giles Juniors, head office Brighton
Inspection date	1–4 August 2023

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 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.	Not 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.	Not 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 that accreditation be placed under review because the section standards for premises and resources and welfare and student services were not met and there were weaknesses in the academic staff profile. The period of review to be ended by a spot check next summer focusing on premises and facilities, care of students, leisure activities and the academic staff profile.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

St Giles started running junior summer camps in 2005, and all St Giles Juniors courses have run independently since 2012. Courses were suspended during the pandemic and preparations for summer 2023 started in November 2022 with the appointment of a new director for juniors. The provision is managed by the St Giles juniors director who reports to the deputy CEO. An operations manager and an administrator, based at the St Giles Brighton school joined in early 2023. Bookings, sales and marketing and accounts are all centralised. The operations manager left shortly after the start of the summer courses.

In Summer 2023 four residential junior centres were offered for periods of one to six weeks. The overall age range is 8–17 years old. Courses include full-board residential accommodation and a leisure programme of excursions and activities. Family courses for parents and students aged 5 to 15 years were run in London, Brighton and Cambridge. Families can book for between one and seven weeks in London and Brighton and one to six weeks in Cambridge. Parents are taught in the local year-round St Giles school and children are taught separately. Accommodation is in homestay, hotel or self-catering accommodation and a leisure programme is available for all on three afternoons a week and a full day excursion on Saturdays.

This compliance-only inspection, part of which was conducted remotely, took three days and a half day. The two inspectors assessed head office policies and procedures and the provision at the London junior centre, the Brighton junior centre and the Brighton family centre. Most of the inspection was conducted face-to-face with a remote half day at the end of the inspection. During the inspection, the two inspectors held meetings with the head office director of juniors, the deputy CEO, the administrator and members of the head office registration and accommodation team. At the three centres the inspectors held meetings with the centre managers, the academic lead or assistant director of studies (ADoS) and someone responsible for social activities. Focus groups were conducted at each centre with teachers, students and activity supervisors. All of the teachers teaching in the three centres in the week of the inspection were observed. One of the inspectors visited the residence being used at the London junior centre and the residence at the Brighton junior centre. He also met the Brighton homestay officer and sampled records.

Address of main site/head office

1-3 Marlborough Place, Brighton BN1 1UB

Description of sites visited/observed

London junior centre

The centre is based at UCL in two locations. Students reside in Ramsey Hall, 20 Maple Street, London W1T 5HB. This is also the location for meals and evening activities. Lessons take place at the Faculty of Education on 20 Bedford Way, London WC1H 0AL. There are up to 10 classrooms, depending on course needs and an office space. All rooms are fully equipped and there are communal areas, shared with other site users, for breaks.

Brighton junior centre

The centre is split over three locations, all part of the University of Brighton. Students reside at Varley Park, Coldean Lane, Brighton BN1 9GR. They also have their breakfast here every morning and most dinners too. There is communal social space as well as a range of bookable spaces. There is also a grassy area with tables for outside activities.

Lessons take place in the City Campus on 54 Edward Street, Brighton BN2 0JG. There are three classrooms as well as two offices. All classrooms are fully equipped. Lunches are served at the Grand Parade building, 58–67 Grand Parade, Brighton BN2 0JY, a 10-minute walk away. Students are escorted here by staff after their lessons.

Brighton family centre

The Brighton centre is at the public Jubilee library, Jubilee Street, Brighton BN1 1GE. There are four classrooms and an office space on the first and second floors of the library which are accessed through the main library entrance. There are private toilet facilities for St Giles students. The school has access to the library from 9.30am and the library is open to the public from 10am, by which time all students are in their classes. Lunch is delivered to the library and the larger classroom is then used as an eating area. At break students stay in their classrooms.

Head Office

The St Giles Juniors head office is located in the St Giles Brighton school on the ground floor. The office is shared by the director of juniors and the juniors administrator. Prior to her resignation, the operations manager was also based here.

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

The standard course programme consists of 20 lessons per week (16.7 hours) general English; lessons are held in the mornings. This is offered at all centres apart from Oxford where a zig zag timetable is in operation, with some students studying in the morning and the other half of the group studying in the afternoon.

Class sizes are at a maximum of 15 students. In Canterbury, for the younger age groups the class size is 12.

A choice of sports options of five hours per week is available at each residential centre. At Cambridge there is an examination skills option. Additional language lessons, 'English Plus' are offered at some centres.

Management profile

The director of juniors has overall financial, strategic and academic responsibility for all the junior centres. She was supported by the operations manager, until the latter resigned shortly after the start of the summer courses, between them they line managed the senior management teams at the various sites and had administrative support from the administrator based at Brighton head office. Each centre has a centre manager and a supporting academic lead and, at larger centres a social programme organiser.

Accommodation profile

Accommodation for the London junior programme is in a university residence building situated 20-minutes walk from the teaching premises. All rooms are lockable single study bedrooms with shared bathrooms. Students are segregated by gender on different corridors on floors two to five of the building with members of staff located on each floor. The students take all meals at the residence. There are laundry facilities available for students, and the residence has common rooms which can be used for relaxation and for activities.

Brighton junior course students are accommodated in a university residence building which is situated a 30-minutes journey from the teaching building. Students' rooms are grouped in flats of four to eight rooms, all in the same block, which the school has exclusive use of. All rooms and flats are accessed via personalised key cards. Flats all have a communal lounge space, and all bedrooms are ensuite. Students eat breakfast and dinner in the residence's dining room. The residence also has a common room which students can use, and there are two rooms which can be hired for activities, if needed.

The majority of students on the Brighton family course live independently in the city with their families. In a small number of cases, students and their families stay in homestay arranged by the school.

Summary of inspection findings

Management

The provision meets the section standard. The management of the summer centres operates to the benefit of staff and students, and in alignment with the provider's goals, values and publicity. The management structure and systems are generally appropriate, although in 2023 there were issues regarding the recruitment of appropriately qualified and experienced staff. There is a clear organisational commitment to continuing improvement and to quality assurance.

Premises and resources

The provision does not meet the section standard. The premises at two of the three centres visited do not support and enhance the studies of students enrolled and provide good professional, working environments for staff. The teaching and learning resources are mostly appropriate for the courses, but there are issues concerning the availability of appropriate materials for the younger classes. There is a need for improvement in *Premises and facilities*.

Teaching and learning

Overall, the provision meets the section standard. Teachers receive adequate 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 met the requirements of the Scheme. The academic staff team does not have a professional profile (qualifications, experience and continuing professional development) appropriate to the context. There is a need for improvement in the *Academic staff profile*.

Welfare and student services

The provision does not meet the section standard. Arrangements for the health and safety of students are inadequate, although pastoral care is good. The leisure programme is varied and age appropriate, but it is not sufficiently resourced and measures for health and safety for activities are insufficient. Accommodation is of a good standard and well managed. There is a need for improvement in *Care of students* and *Leisure opportunities*.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. While the supervision of students is appropriate, there is a need for greater clarity around parental consent in regard to unsupervised time.

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.	Not 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.	Not 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

There is an explicit statement in writing of the school's goals and values, which is presented to staff and students. Plans for the future development of junior courses are in place. The structure at head office and at offsite centres is clear; however, there is insufficient staff resource at head office to support the volume of off-site centres. Within the off-site management teams, staffing changes and insufficiently experienced staff have impacted negatively on the continuity of teams. Although some informal channels of communication are effective, it was clear from staff and student feedback that important information, such as arrangements for excursions and activities, had not reached

all stakeholders in a timely fashion. There are effective procedures for collecting student and staff feedback, and there was evidence of action taken. Review processes are in place, and a detailed self-evaluation was submitted for the inspection.

Staff management and development	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.	Not 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

Staff management systems are appropriate, and job descriptions are available for all staff. Recruitment is generally well organised, and staff files are well maintained. Systems for induction and appraisal are in place but the time allocation for induction is inadequate. Staff did not feel fully prepared for their roles and ongoing support was not sufficient for them to feel confident or to be fully effective. Appraisal processes are in place but staff turnover meant that only a few meetings had been conducted.

Student administration	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

Comments

Student administration is effective, and records are well maintained. Emergency contact details are recorded but there is no record of whether the person speaks English. Attendance is monitored very thoroughly, and the conditions under which a student may be asked to leave the course are made clear as are the procedures for how to make a complaint.

Publicity	Met
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.	Not 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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of the website and a brochure which is downloadable from the website, and a number of fact sheets.

Information on courses is generally clear although it is spread across the website, downloadable fact sheets and the brochure so is not always easy to find. Centres offer courses for different ages from 5–17 but there were two students aged 18 at the London junior centre. Accommodation and level of care information is satisfactory, but the description of staff qualifications is misleading. The brochure refers to 'highly skilled teachers' and 'all our teachers are qualified' but not all staff are TEFLQ or have initial training that meets the Scheme standard.

Premises and resources

Premises and facilities	Need for improvement
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.	Not met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Not 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.	Not 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

Comments

Premises are generally spacious and some of the facilities and classrooms are new and have excellent IT provision (London junior centre) while other areas are in need of refurbishment (corridor spaces and some classrooms at the London junior centre and the Brighton junior centre). One classroom at the Brighton family centre is too small for the six students in class. Provision of suitable spaces for breaks and meals is mixed and unsuitable at some centres, for example, at the Brighton family centre all the students aged 5–15 years have to stay in their classrooms throughout the morning, including their break time. There is inadequate signage at the London junior centre and the Brighton family centre. Minimal signage is in evidence at the Brighton junior centre. The split sites at each of the three centres visited does not provide students and staff with a comfortable and professional environment for work and relaxation. Feedback from staff and student focus groups endorsed the inspectors' findings.

Learning resources	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.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not 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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

A variety of resources, including lesson plans and worksheets, are available on the shared drive but many of the resources are out of date and not suited to the student age groups. For example, material for the youngest students (5–8 years) was very limited. Minimal stationery items were available at the Brighton family centre with students from 5–15 years. The photocopier at the London junior centre was not working from the start of the course and there were no easy to access printing facilities available at the Brighton family centre. The provision of technology is generally good, and support is available at each centre. There are plans to review the resources at the end of the summer.

Teaching and learning

Academic staff profile	Need for improvement
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.	Not met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Not met

Comments

In the main, teachers were qualified to Level 6 and most had ELT qualifications that met Scheme requirements. Staffing at all three centres was unstable with significant dropout and sickness rates. While additional support was put in place with agency staff and additional support from St Giles adult centres it left teachers with insufficient support. At the Brighton family centre only one of the four teachers had specific training or experience of working with EFL students aged 5–12 years. Local centre academic leads either had insufficient time or relevant skills and experience to support their respective teaching teams.

Academic management	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.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

Academic administration is satisfactory. Testing, timetabling and cover arrangements are effective but day-to-day support and academic management is very limited. Inspectors observed and staff feedback indicated that staff changes and split site working severely hampered opportunities for academic leads and ADoSs to support staff effectively (T9). The weekly topic-based course design accommodates continuous enrolment but practical guidance on lesson planning and integration of new students is weak (T8). Teachers in post for more than one week had been observed by someone from the local team or a staff member from their nearby adult year-round St Giles school.

Course design and implementation	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.	Not 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.	Met
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.	Not 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

Teachers have access to a shared drive for syllabus details and themed lesson plans but no written course outlines with intended learning outcomes are available for students. Teachers are encouraged to prepare students for excursions and include follow up activities. On one course students had received a notebook with templated pages to record, for example, excursions but course design and materials do not include guidance on study and learning strategies.

Learner management	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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

Placement procedures are appropriate and all relevant criteria in this subsection are fully met.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	all

Comments

Teachers observed: London junior centre 6, Brighton junior centre 3, Brighton family centre 4.

Teaching: classroom observation	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.	Not 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 In general teachers demonstrated a sound knowledge of the structure of English and provided accurate models of spoken and written language, supported by appropriate context and explanation. Knowledge of the use of English was demonstrated in the majority of segments and vocabulary explanations were mostly clear.

T24 Lesson content was mostly appropriate, with topics based on the theme of the week. Class profiles showed that teachers had a sound knowledge of their students, and some differentiation was seen. The materials and content of lessons for students under 12 was not always suited to the age group.

T25 Lessons were well structured with clear progression and appropriate staging. Most plans included lesson objectives but these were not always expressed as learning outcomes, and they were rarely shared with students.

T26 A good range of appropriate techniques was employed in the majority of lessons. The teaching was meaningfully interactive with confident and effective use of elicitation, questioning and nominating. Checking of understanding, including concept checking, formed part of most lessons. All language skills were included, with attention given to relevant subskills in some listening and reading activities.

T27 Teachers gave clear instructions and made effective use of equipment and technology in the classroom, including the use of laptops and screens. In most lessons observed the classroom layout was conducive to effective teaching and learning.

T28 A range of correction techniques was seen in use. Teachers monitored and supported students during pair- and small-group work. Delayed feedback and peer correction was used in some lessons.

T29 Evaluation of learning was achieved through a range of task-based activities, including written exercises and monitored pair and group work.

T30 In the majority of lesson segments observed students were engaged and participating well. There was a purposeful, positive atmosphere and good pace; students were working well together in collaborative activities. A good range of interactions was achieved in most classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Lessons were structured and the needs of students were taken into account. A range of appropriate techniques was observed, and students were involved in purposeful learning tasks. Lessons for the younger students were not always suitably tailored. Overall, the classroom environment and resources were handled well, students were generally fully engaged, and teachers created a positive learning atmosphere.

Welfare and student services

Care of students	Need for improvement
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.	Not 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.	Not met

Comments

Some of the centres visited did not have appropriate risk assessments or fire protection measures in place. While there is a comprehensive plan in place to deal with emergencies, it is not known by all staff including some managers. There are appropriate structures in place for welfare support, and students spoken to during the inspection gave positive feedback on the welfare support provided by staff. Practical information about relevant aspects of life in the UK is made known to students. Arrangements and information for access to local medical help are inadequate.

Accommodation (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

At the London and Brighton junior centres, students stay in university residences allocated by gender. Rooms are in a good state of repair and cleanliness. Laundry arrangements are appropriate. Initial accommodation feedback is taken, and adjustments are made if required. Provision of food is good with three meals a day providing a balanced diet. A very small number of Brighton family course students stay in homestay with their parents, while the rest live independently with family. Homestay documentation was checked during the inspection and in general, information and monitoring was found to be satisfactory.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Not 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

One Brighton family course host was accommodating more than four students at the time of the inspection. All other criteria in this area are met.

Accommodation: other

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.	N/a

Comments

None.

Leisure opportunities

	Need for improvement
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.	Not met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

The leisure programme is an integral part of the programmes and students have very little free time. Students commented positively on the activities available. The range of activities is appropriate for the different age groups.

Some activities do not have plans drawn up for them, and some risk assessments do not include specific guidance on how to respond in situations where students might be at risk for particular activities.

Safeguarding under 18s

Safeguarding under 18s	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.	Not 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 London junior centre, the advertised age range is 12 to 17, although there were two students enrolled on a closed group course who were aged 18. The Brighton junior centre's advertised age is 13 to 17. The Brighton family course is for five to 15 year olds.

The school has a comprehensive safeguarding policy covering all the required areas. Staff are given regular training and updates. Parents or guardians receive information about the level of care provided, but only parents/guardians of students aged 15 and under are asked to give consent. In addition, the consent form's wording is not clear, resulting in centre staff not having accurate recorded information regarding consent for unsupervised time. Safer recruitment procedures are followed closely, and records are well maintained. Supervision within classrooms and the leisure programme is good, and there are suitable arrangements in place for accommodation. Effective 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: multicentre

Inspection history	Dates/details
First inspection	2007

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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	St Giles International year-round schools in UK: London Central, London Highgate, Brighton, Cambridge and Eastbourne
Other related non-accredited schools/centres/affiliates	St Giles International Vancouver, Canada

Private sector

Date of foundation	1955
Ownership	Name of company: St Giles International Company number: 00596651
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	St Giles International head office: 154 Southampton Row, London WC1B 5JX St Giles Juniors head office: 1–3 Marlborough Place, Brighton BN1 1UB
Name and location of centres offering ELT at the time of the inspection but not visited	Canterbury Juniors (single site) King's School, Canterbury Oxford Juniors (split site) Oxford Brookes University London Family De Morgan House, Russell Square, London Cambridge Family St Mary's Sixth Form Centre, Cambridge
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	London junior centre
2. Name of centre	Brighton junior centre
3. Name of centre	Brighton family centre
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	2 (part of closed group)	0	0	0	0
17 years and under	60 (and 43 closed group)	42	35	0	0
Overall total	105	42	35	0	0
U18 programmes: advertised minimum age(s)	12	13	5	0	0

Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0	0	0	0	27	0	0
Arranged by student/family/ guardian	Adults					Under 18s				
Staying with own family	0	0	0	0	0	0	0	0	0	0
Staying in privately rented rooms/flats	0	0	0	0	0	0	0	0	0	0
	Adults					Under 18s				
Overall totals	0	0	0	0	0	105	42	35	0	0

Centres	1	2	3	4	5
Overall total adults + under 18s	105	42	35	0	0