

Organisation name	St Giles Juniors, head office Brighton
Inspection date	23 July 2024
Current accreditation status	Accreditation under review
Reason for spot check	Signalled: end period under review

**Recommendation**

We recommend continued accreditation. The period of review may now be ended, and accreditation continued until the next full inspection, which falls due in 2027.

**Changes to the summary statement**

An updated summary statement can now be issued.

**New summary statement**

The British Council inspected and accredited St Giles Juniors in August 2023 and July 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers vacation courses in general English for under 18s.

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

**Updated summary inspection findings**
**Premises and resources**

The provision meets the section standard. The premises provide students and staff with a largely appropriate 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 students and staff where needed.

**Teaching and learning**

The provision meets the section standard. Teachers receive appropriate guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context.

**Welfare and student services**

The provision meets the section standard. Arrangements for the health and safety of students are appropriate and pastoral care is good. The leisure programme is varied and age appropriate and is sufficiently resourced. Accommodation is of a good standard and well managed.

**Organisation profile**

Inspection history	Dates/details
First inspection	2007
Last full inspection	2023
Subsequent checks/visits (if applicable)	N/a
Other related non-accredited activities (in brief) at this centre	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

**Brighton Junior**

<b>Student and staff profile</b>	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	50	65
Minimum age (including closed group or vacation)	13	13
Typical age range	13–17	13–17
Typical length of stay	1–3 weeks	1–3 weeks
Predominant nationalities	Turkish	Italian, Spanish, Turkish
Total number of teachers on eligible ELT courses	4	4
Total number of managers including academic	3	3
Total number of administrative/ancillary staff	4	4

**Premises profile**

Address of head office	1–3 Marlborough Place, Brighton BN1 1UB
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	154–155 Edward Street, Kemptown BN2 OJG

**Brighton family**

<b>Student and staff profile</b>	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	47	47
Minimum age (including closed group or vacation)	5	5
Typical age range	5–15	5–15
Typical length of stay	1 or 2 weeks	1 or 2 weeks
Predominant nationalities	Turkish, Italian, Spanish, Swiss, Czech	Turkish, Italian, Spanish, Swiss, Czech
Total number of teachers on eligible ELT courses	5	5
Total number of managers including academic	2	2
Total number of administrative/ancillary staff	2	2

**Premises profile**

Address of main site	Jubilee Library, Jubilee Street, Brighton and Hove, Brighton BN1 1GE
Additional sites in use	St Giles International Brighton, 1–3 Marlborough Place, Brighton and Hove, Brighton BN1 1UB
Additional sites not in use	N/a
Sites inspected	Jubilee Library, Jubilee Street, Brighton and Hove, Brighton BN1 1GE

**London Junior**

<b>Student and staff profile</b>	At inspection	Estimate at peak: July
Total ELT/ESOL student numbers (FT + PT)	99	136
Minimum age (including closed group or vacation)	12	12
Typical age range	12–17	12–17
Typical length of stay	1–3 weeks	1–3 weeks
Predominant nationalities	Taiwanese, Chinese	Italian, Montenegrin, Turkish, Taiwanese
Total number of teachers on eligible ELT courses	9	10
Total number of managers including academic	3	3
Total number of administrative/ancillary staff	9	10

**Premises profile**

Address of main site	20 Bedford Way, London WC1H 0AL
Additional sites in use	20 Maple Street, London W1T 5HB
Additional sites not in use	N/a

Sites inspected

20 Bedford Way, London WC1H 0AL

## Introduction

### Background

Following the full inspection in August 2023, accreditation was 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 would be ended by a spot check the following summer (2024) focusing on premises and facilities, care of students, leisure activities and the academic staff profile.

### Preparation

The spot check was carried out by two inspectors, one of whom had been involved in the previous inspection in 2023. One inspector contacted the head office in advance to check if there were any dates which would not be suitable and when key staff would be present. The Accreditation Unit sent the inspectors relevant documents. The inspectors looked at the St Giles Juniors website.

### Programme and persons present

One inspector arrived at the Brighton family course at 10.00 and left at 12.00. Meetings were held with the centre manager and a focus group of teachers. He then visited the Brighton junior course, arriving at 12.15 and departing at 14.30. He met the centre manager, deputy summer school director, leisure programme leader and focus groups of students and teachers. The inspector then visited the junior programme head office in Brighton where he met with the junior programme director from 15.00 until 17.00.

The other inspector spent the entire day at the London junior site, arriving at 10.00 and departing at 17.00. He met with the centre manager, DoS, activity manager, roving Academic Manager, a group leader, and focus groups of students and teachers.

At each site, the inspectors requested a range of documents, all of which were provided.

## Findings

Findings are reported in the following section and in the Action taken on points to be addressed.

### Premises and resources

The provider has reviewed signage for all sites and has provided centrally produced signage. There is now adequate signage in all buildings. At the Brighton family centre, the classroom which was deemed too small for classes is used as a back-up space, and the school has taken steps to secure other rented spaces in the same building. However, the classroom remains in use for some students on some days, including the day of the spot check inspection. In addition, at the Brighton family centre, students now have their breaks in a cordoned-off space outside the library. There are appropriate contingency plans in place for wet-weather break times. Students and staff spoke positively about the premises and facilities during focus group meetings.

### Teaching and learning

The academic staff profile at each site is well matched to the course profile. The Brighton family course teachers have experience of working with younger learners. Teachers at each of the three sites visited reported that they felt well supported, and there was evidence of effective induction, mentoring and sharing of resources.

### Care of students

In the previous report, premises risk assessments were inadequate. Each site in use is now risk assessed adequately. There is an appropriate emergency plan in place, and staff are well briefed about it through handbooks, risk assessments and verbal briefings. Students are made aware of elements of it, as appropriate. Healthcare provision and facilities are effectively communicated to staff, and they are knowledgeable about local medical services.

### Leisure opportunities

Itineraries and risk assessments have been developed for all activities. Itineraries are clearly communicated to activity leaders and teachers. All management staff can be contacted in case of emergency or significant changes to the programme. In some cases, risk assessments lack detail and/or are not shared consistently with activity leaders and teachers.

## Premises and resources

### Premises and facilities

Met

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.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Not met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
<b>Comments</b>	
P3 One classroom in use at the Brighton family centre is too small for the six junior students in one class.	

## Teaching and learning

<b>Academic staff profile</b>	Met
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.	
<b>Comments</b>	
The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

## Welfare and student services

<b>Care of students</b>	Met
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.	Met
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.	Met
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.	Met
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
All criteria in the area above are fully met.	
<b>Leisure opportunities</b>	Met
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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

## Comments

W22 Risk assessments for some activities lack detail and/or are not shared consistently with activity leaders and teachers.

### Action taken on points to be addressed

*Points from the previous full inspection with comments (in bold) to indicate how far these have been addressed. Only points reviewed during this spot check are included here. Any points outstanding will be checked at the next full inspection.*

#### Management

M3 There is not enough staff resource at head office to support the volume of off-site centres and insufficient experience and staff changes have impacted negatively on continuity in the off-site management teams.

**Addressed. Head office capacity has increased significantly and includes roving staff who provide support and cover for centres.**

M4 The communication of important information, such as arrangements for excursions and activities, had not reached all stakeholders in a timely fashion.

**Addressed. Meetings and messaging groups have been put in place to ensure that communication is effective.**

M11 Induction time 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.

**Addressed. Induction for managers is now four days and for all other staff one day plus an additional two-hour staff meeting. Staff who cannot attend induction receive complete induction documentation.**

**Managers and teachers reported that they felt well prepared for work.**

M12 Only a few appraisal meetings had been conducted because of staff turnover.

**Addressed. A formalised appraisal programme is in place. Longer-term staff have been fully appraised, and new staff have all completed their initial probationary review.**

M18 (2024: M17) Emergency contact records do not check if the person speaks English.

**Addressed. This information has been added to registration sheets and the student database.**

M24 (2024: M23) There were two students aged 18 on the London junior course.

**Addressed. No students aged over 17 are enrolled.**

#### Premises and resources

W1 (2024: P1) Some of the centres visited did not have appropriate risk assessments or fire protection measures in place.

**Addressed. Each site in use is now risk assessed adequately. Risk assessments identify risks, mitigate for them appropriately, and are read and understood by staff.**

P2 (2024: P3) One classroom at the Brighton family centre is too small for the six students in class.

**Not yet addressed. The school continues to use the same classroom, albeit less often than last year.**

P3 (2024: P4) At the Brighton family centre students do not have adequate room for relaxation and the consumption of food.

**Addressed. Students have their breaks in a cordoned-off space outside the library. There are appropriate contingency plans in place for wet-weather break times.**

P5 There is no signage at the London junior centre or the Brighton family centre. Minimal signage is in evidence at the Brighton junior centre.

**Addressed. There is now adequate signage in all buildings.**

P7 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.

**Addressed. The school has developed a bank of materials that are age appropriate. Teachers reported that materials and resources are available to teachers.**

P8 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.

**Addressed. Printing and copying resources have been improved for all centres.**

#### Teaching and learning

T4 (2024: T2) Local centre academic leads either had insufficient time or relevant skills and experience to support their respective teaching teams.

**Addressed. There are sufficient qualified and experienced staff in place as well as a roving DoS who supports academic managers at each centre.**

T3 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.

**Addressed. The academic staff profile is now appropriate to the context.**

T8 (2024: T6) Practical guidance on lesson planning for continuous enrolment and integration of new students is weak.

**Addressed. Guidance is now provided during induction.**

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T9 (2024: T8) Staff changes and split site working severely hampered opportunities for academic leads and ADoSs to support staff effectively.

**Addressed. The roving academic manager provides resources and hands-on support for academic managers on site.**

T13 (2024: T14) No written course outlines with intended learning outcomes are available for students.

**Addressed. Course outlines are available to students and their parents. Teachers also produce weekly planners which are shared with students.**

T15 (2024: T11) Course design and materials do not include guidance on study and learning strategies.

**Not yet addressed. There is no evidence of guidance for teachers or students on developing learning strategies.**

### **Welfare and student services**

W2 (2024: W1) The emergency plan is not communicated to staff appropriately.

**Addressed. Staff are aware of procedures for on and off-site emergencies.**

W8 (2024: W6) Arrangements and information for access to local medical help are inadequate.

**Addressed. First aid and medical details are shared with all staff and posted in classrooms. There are good levels of staff awareness of local medical services.**

W25 (2024: W21) Some leisure activities do not have plans drawn up for them.

**Addressed. Activities are planned, itineraries are drawn up and shared with staff.**

W26 (2024: W22) Some risk assessments do not include specific guidance on how to respond in situations where students might be at risk for particular activities.

**Partially addressed. For most activities, risk assessments adequately identify and mitigate for risks. However, assessments for some activities lack detail and/or are not shared consistently with activity leaders and teachers.**

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## **Conclusions**

Overall, the organisation has put resources, systems and support in place to address the majority of the points to be addressed from the previous report. The areas which were identified as a 'need for improvement' now meet the required standard overall.

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## **Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in P3 and W22 have been addressed.

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