Organisation name	Oxford International Brighton
Inspection date	11–12 April 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and C1 have been addressed.

Summary statement

The British Council inspected and accredited Oxford International Brighton in April 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s.

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of staff management, student administration, quality assurance, academic management, course design and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	2001
Last full inspection	June 2013
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 pre-service ELT training (evening class); Italian for beginners (evening class)
Other related accredited schools/centres/affiliates	Oxford International schools in Oxford and Greenwich
Other related non-accredited schools/centres/affiliates	Two Oxford International schools in Canada and one in the United States

Private sector

Date of foundation	2001
Ownership	Oxford International Education Ltd Company number: 8871991
Other accreditation/inspection	ISI

Premises profile

Address of main site	10, Brunswick Place, Brighton BN3 1NA
Details of any additional sites in use at the time of the inspection	Mercure Hotel, 149 King's Road, Brighton BN1 2PP
Details of any additional sites not in use at the time of the inspection	Hilton Metropole, Kings Road, Brighton BN1 2FU Olivet School, 52 Norfolk Square, Brighton BN1 2PA The Imperial Hotel, First Avenue, Brighton BN3 2GU Langfords Hotel, 8–16 Third Avenue, Hove BN3 2PX The Clarendon Centre, 47 New England Street, Brighton BN1 4GQ Brighton and Hove High School, Montpelier Road, Brighton BN1 3AT The Clarendon Centre, 21–23 Clarendon Villa, Hove BN3 3RE The Old Market, 11A Upper Market Street, Brighton BN3 1AS
Profile of sites visited	The main school occupies a five-storey, listed building close to local facilities and transport links. There are eight classrooms, including two in the basement area. On the ground floor by the main entrance is the reception area and office, where the principal and the administrative team work. At the front of the building on the same floor is the student social room. There are kitchens for both staff and students on different floors. On the third floor there is a small student self-access room. The teachers' workroom is on the top floor where the academic managers are also located. Olivet School, 52 Norfolk Square, Brighton BN1 2PA Olivet School is an accredited English language school, which provides additional classrooms during the low season. Brighton and Hove High School, Montpelier Road, Brighton BN1 3AT Oxford International takes over the large sixth form block during the summer holidays. In addition to several classrooms, there is a staff workroom, a student canteen area and common room facilities. Mercure Hotel, 149 King's Road, Brighton BN1 2PP Two of the hotel's seminar rooms were being used during the inspection. The additional sites visited are ten minutes' walk from the main school.

Student profile	At inspection	In peak week: JULY
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	114	165
Full-time ELT (15+ hours per week) aged 16–17 years	3	55
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	2	0
Part-time ELT aged 16–17 years	N/a	0
+++++	N/a	N/a
Overall total ELT/ESOL students shown above	119	220
Minimum age	12	16
Typical age range	16–25	16–25
Typical length of stay	2–24 weeks	2–6 weeks
Predominant nationalities	Korean, Kuwaiti	Italian, Spanish, Turkish, French
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	66	110

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	28
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	7	
Number teaching ELT 20 hours and over/week	7	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	9
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	14

These figures exclude the academic manager.

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

The school runs two main types of programme: open enrolment courses for students aged 16+, and closed group courses for juniors aged 12—17.

The general English programme for adults runs throughout the year. Students can choose between general English, external exam preparation classes and IELTS. They can study for 15, 22.5 or 30 hours per week. The main course of 15 hours takes place in the morning, and students can follow option courses in language skills and further general English in the afternoon. The most popular choice is to combine a general English programme with a skills option, making 22.5 hours a week.

The school periodically runs short, tailor-made courses for existing students such as Writing for Speakers of Arabic and Critical Thinking. These have been developed to meet the needs of specific groups.

Programmes for junior students aged 12—17 are usually for one week and combine activities, cultural visits or sports with 12 to 15 hours of general or business English.

One-to-one tuition is available on request.

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	68	3
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	9	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	35	N/a
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	4	0
Overall totals	116	3
Overall total adults + under 18s	119	

Introduction

Oxford International Brighton (OI) is part of the Oxford International Educational Group (OIEG) whose headquarters are in Greenwich, London. The majority of students are recruited via overseas agents and are enrolled via the London office. Since the last inspection a new principal has been appointed and the management were expecting to appoint a new assistant director of studies at the time of the inspection. A new social programme organiser had just been appointed.

The inspection took place over two full days. Interviews were held with the principal, the director of studies, the senior school administrator, the homestay manager and the social programme organiser (who also manages groups). Publicity was discussed with one of the company directors on the telephone after he had received the inspectors' notes by email. Separate focus groups were held with adult students and 16 and 17 year-old students and there was a meeting with the teachers. 14 teachers were observed and one inspector visited three homestays and a student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☐	☐	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 There is a clear structure of management in the school, and arrangements are in place to maintain continuity at all times. A staff photo board identifies key staff roles and specific cover responsibilities are outlined in job descriptions.
M3 Staff all have job descriptions and separate areas of responsibility are clearly described. These are revised annually during performance review meetings.
M4 There is a range of formal and informal meetings, which ensure good communication within the school. Minutes are taken and relevant action points noted down. Staff handbooks are detailed and communicate a wide range of essential information. The policy of managers sharing offices with their teams promotes on-going communication. OIEG school managers meet on a regular basis to review systems and procedures and share best practice.
M5 There is an extensive employee handbook, which provides clear guidelines on the school's human resource policies. The school also has specialist support from OIEG headquarters in London.
M8 There is a detailed appraisal policy in place and completed forms were seen on file. Staff performance is formally evaluated and they are given targets for the following year. Evaluations are linked to job description responsibilities and individual performance. Procedures for dealing with unsatisfactory performance are fair and clearly described in the employee handbook.
M9 There is a continuing professional development (CPD) policy and individual staff members' achievements in this area may form part of their own performance review. Professional development in safeguarding has been a priority for many staff. As well as regular in-service training sessions for teachers, attendance is encouraged at external events organised by the local teachers' association and national organisations. There is a strong belief in the link between CPD and improved performance, and appropriate funding may be provided for further relevant training.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 Students commented very positively on the helpfulness and friendliness of the staff. The varied experience of the administrative team provides the necessary flexibility to handle the volume of work effectively. In addition, recent upgrading of the database was making administration more efficient. The shared office in reception allows staff to be familiar with colleagues' jobs.

M11 The majority of courses are booked by overseas, educational tour operators who offer mother-tongue support as required. Bookings are made via the London office, where there are number of specialised staff who can assist students with enquiries.

M13 All student emergency contact information, email addresses and telephone numbers are collected and entered into the database. Student records store all the required information, including notes about English language competence of named emergency contacts. This is available twenty-four hours a day to staff providing emergency cover via remote access.

M14 Attendance is monitored systematically and records are entered into a spreadsheet. Absence of under 18s is followed up immediately. Database records identify any students who are attending poorly and appropriate warnings are sent out. Completed examples were noted on file. In addition, students are warned about the consequences of poor attendance and punctuality during their induction. Teachers commented that systems were effective.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☐	☒	☐

Comments

M17 Systems and processes are continuously monitored by managers and there was evidence that these procedures have lead to improvements that benefit both staff and students. Principals within the OIEG group report on a regular basis to senior headquarters staff with the aim of improving quality.

M18 Students complete a feedback questionnaire early in their course and one when they have finished. These are monitored by managers and action is taken and recorded as appropriate. Aggregate questionnaire scores are compared with previous results each year. There are termly face-to-face student representative focus groups with written summaries and responses made available to all concerned. All feedback is used as the basis for improvement of the school's services.

M19 Staff are asked for informal feedback during meetings and during performance review sessions. In addition, regular teacher focus groups provide channels for feedback. Action resulting from these meetings is taken and recorded.

M20 Students are given a clear complaints procedure, written in accessible English. This is communicated via a variety of media, including during the welcome induction. All complaints are dealt with systematically and logged appropriately.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☒	☐	☐	☒	

Criteria	Not met	Met	Strength	See comments	N/a
M22 Realistic expectations	☒	☐	☐	☒	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☐	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

The school's publicity consists of a brochure and a website.

M21 There are a number of typographical and stylistic errors. Some of the information provided is out of date.
M22 Claims about the provision are sometimes exaggerated including comments on examination success and innovative ways of teaching, which are not based on independent and objectively verifiable evidence.
M28 The school video refers to teachers being fully qualified, which was not true at the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff. Communications work well. There are arrangements for the monitoring and professional development of staff. The general administration of students is effective and efficient. There are detailed procedures in place to monitor the quality of the services offered. However, there is a need for improvement in *Publicity*. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☐	☐	
R3 Classrooms and learning areas	☐	☒	☐	☐	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1, R2 and R3 are also met for the external sites visited during the inspection.
R4 There is a student social room where students can relax during breaks. As required they are allowed access to additional classrooms during busy periods. Both teachers and students have their own small kitchen where snacks can be prepared. Although the offsite provision is varied, overall it is satisfactory.
R6 Teachers all have their own work station in the staffroom at the top of the main building and sufficient room for storage of personal belongings.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☐	
R8 Resources for teachers	☐	☒	☐	☐	
R9 Educational technology	☐	☒	☐	☐	
R10 Self-access facilities	☐	☒	☐	☒	☐

	Not met	Met	Strength	See comments	N/a
R11 Library/self-access guidance	☐	☒	☐	☒	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R10 In addition to the computers available in the student social room, there is a small self-access centre with a selection of reading materials. Wi-Fi is available throughout the school.
R11 Students are given an introduction to the small self-access room during their induction. In addition, a member of staff is available for a short time every Friday to offer further information and assistance.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☐	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 One teacher did not have a Level 6 qualification. The rationale for his employment was accepted within the context of this inspection as he was due to complete an externally validated post-service ELT diploma at Level 7 in July 2017.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	▨	☒	☒	☒	▨
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T9 There are effective procedures for managing continuous enrolment. Placement procedures are appropriate with all students reporting that their level had been assessed accurately. The timetabled programme runs from Tuesday to Monday to allow new students to have a full induction to the school and Brighton when they arrive.
T10 There are formalised arrangements to ensure appropriate guidance and support for teachers. These include in-service training sessions with evidence that these are frequently tailored to meet needs identified during observation. New teachers are encouraged to observe their more experienced colleagues. Teachers can also elect to attend external training courses and report back to their colleagues. Teachers confirmed that the academic management team was always available to provide assistance and support as required.
T11 Permanent teachers are observed three times a year, with one session being overtly evaluative. Peer observations are encouraged to identify best practice and teachers are supported when these are undertaken. Staff reported they found the face-to-face discussion of their own teaching with the academic team to be very useful. Completed lesson observation notes were seen on file. They also included suggestions for action planning to improve and develop teaching. In addition, there were summaries of all the teaching observed during a particular session, with a detailed analysis of strengths and weakness and the identification of targets for development and improvement.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 The use of recently published coursebooks ensures that materials and classroom methodology are up to date. Teachers are provided with written guidelines to ensure appropriate coverage of content within the term. Teachers have some flexibility in the way they use and supplement the coursebooks and can make choices about additional inputs used, as long as these meet the needs and interests of the students. There are in-house materials for skills and afternoon classes.

T13 The school's policy is to monitor the design of courses as they are delivered. Teachers are asked to check with students whether the course is meeting their aims and needs on a continuing basis. Tutorials are also used to gauge students' needs and students note down the work they have covered on the tutorial form. Courses are reviewed each term using feedback from all parties concerned.

T14 Teachers note down the planned content of each week's work and display these summaries in the classroom. Work covered is also reviewed during tutorials. Students are all issued with a coursebook, which provides an overall shape to the course design.

T15 The systematic approach to the development of study and learning strategies includes a whole section devoted to this in the student handbook. The use of an e-learning platform is integrated into the course with teachers providing both training and homework tasks. Students are allowed to use the facilities for three months after their departure. An option course in critical thinking was developed to assist students with special needs. A specialised Student Support service allows individual students with particular study problems to seek additional assistance on a one-to-one basis.

T16 The teacher's handbook formally recommends that teachers encourage students to discuss their experiences of living in the UK. In addition, there are some homework tasks, which require interaction with homestay hosts and monitoring the use of English outside the classroom. Students are encouraged to describe their experiences of living in Brighton in the student newspaper and the school promotes contact with local charities, which encourages engagement with the local community and contact with native speakers.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T18 There are progress tests every two weeks when students also have a short tutorial. Results and tutorial notes are held in the class folder where they provide the student's full academic history.

T21 End-of-course progress reports are given to all departing students who have achieved an attendance level of 80 per cent. These include comments on the student's performance at the Common European Framework of Reference (CEFR) level they have achieved, notes on attendance and their average progress test score. In addition, there is an individualised comment from their main teacher with recommendations for further study.

Classroom observation record

Number of teachers seen	14
Number of observations	14

Parts of programme(s) observed	All advertised programmes were observed.
Comments	
None.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☒	☒	
T24 Appropriate content	☐	☒	☒	☒	
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☐	☒	

Comments
T23 Many teachers showed very good knowledge of the linguistic systems of English and skill in demonstrating this to students. They provided accurate and appropriate models of both spoken and written English. T24 The content of the lessons was very appropriate for the overall course objectives. Teachers knew their students well and were sensitive to their learning needs and cultural backgrounds. This was recorded in background notes on individual students and was evident in teachers' general classroom approach. T25 There was detailed lesson planning and learning outcomes were made known to students. There was a clear logical progression through the segments observed and teachers were careful to signpost the different phases of the lesson and course overall. T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. All teachers used elicitation effectively and the most successful teaching used techniques to encourage student interaction and the personalised use of new language. Mingling, role play and information-gap activities promoted student interest and interaction T27 A range of resources was used to facilitate learning. Whiteboards and interactive whiteboards were used well with layout and colour being used effectively to highlight linguistic systems. T28 Effective correction included self-correction and peer correction. In general, there was insufficient correction of inaccurate pronunciation. T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input. T30 Teachers had an engaging and authoritative classroom presence and there was always a positive and good-humoured atmosphere. Instructions were clear and checked. Many teachers managed the grouping and re-grouping of students effectively to promote interaction and learning. However, one or two segments were over-directed by the teacher, when students could have contributed more. Some group work was less successful because students had been insufficiently prepared for the task.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from good to very good. Overall the teaching was good. Teachers displayed a sound knowledge of English and presented appropriate models for students to follow. Lessons were well planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources used to enhance learning. However, there was insufficient correction of pronunciation mistakes to help students and to promote learning. Teachers had an excellent presence in the classroom and managed their classes well. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. All the teachers are qualified and courses are well designed to meet the needs of students. Students' progress is carefully monitored and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design,* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☒	☐	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☐	☐	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments
W1 Good provision is made for the safety and security of students at the main school with regular fire drills, trained fire marshals and wardens, regularly reviewed risk assessments and a recently introduced crisis management policy. However, the school does not carry out its own risk assessments of rented premises.
W2 There is an explicit policy on the provision of pastoral care with all staff, as well as homestay hosts and group leaders, aware of the need to look after students' pastoral needs. The fortnightly tutorials include a pastoral element. Teachers' class files contain *Cause for concern* forms, which are used when a member of staff notices a student's unhappiness.
W4 Policies and procedures for dealing with abusive behaviour are made known to staff and students through handbooks and notices. Of particular note is a poster explaining the term 'bullying' in simple language. The college takes its responsibilities relating to the Prevent strategy very seriously. There is an appropriate policy with a Prevent lead and risk assessment. All staff have received some form of Prevent training.
W5 Students are told to put the school's emergency number in their mobile phones at induction.
W6 Clear and thorough advice and information is provided on the website, the school's online platform and in the school's *Brighton guide*. This information is sent to students as part of their enrolment pack and includes links to travel operators' websites.

Accommodation profile

Comments on the accommodation seen by the inspectors
A significant number of students stay in their own accommodation. The majority of students, including all group students, stay in homestays, most of which are the school's homestays, but homestay accommodation is also provided by an accommodation agency registered with the British Council. The school currently uses this agency when student numbers are high but is increasingly using it for all group bookings, regardless of student numbers. Only two students were in the accommodation agency's homestays at the time of the inspection. The accommodation officer reported having a good relationship with the agency.
One inspector visited three of the school's own homestays and a student residence (called a study hotel). This residence, five minutes' walk from the school, contains en suite rooms arranged in groups of between eight and ten rooms per kitchen/living room. The residence has a laundry room. The school also uses a shared student house and a university hall of residence, which is only available in the summer months.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☒	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☒	☐
W13 Information in advance	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐

	Not met	Met	Strength	See comments	N/a
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 Of the three standard homestay providers visited, only one was currently hosting a student. All three were found to be perfectly satisfactory in that they provided a safe, comfortable, friendly home and showed a genuine interest in their students. The student residence was of a high standard – clean, well appointed and with all appropriate facilities. Bed linen, towels and kitchenware are all provided.

W10 All accommodation is inspected before students are placed. Both the accommodation officer and her occasional homestay visitor have experience of hosting students. The school provides hosts with a fire risk assessment pro forma and always asks to see Gas Safe certificates.

W12 The accommodation officer keeps paper records of fire risk assessments and Gas Safe certificates. The database flags up those homestays due for a visit. Before placing a student, the accommodation officer always checks whether hosts already have a student from another school in residence and, if so, what that student's first language is.

W13 The letter of confirmation includes all necessary information except the approximate journey time between accommodation and school.

W14 Informal feedback is collected at induction on the first day, followed by written feedback at the end of a student's first week. All negative feedback on accommodation is addressed promptly and clear, detailed records are kept of the action taken. Any feedback on accommodation provided by the agency is forwarded to the agency.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 All hosts receive a comprehensive homestay starter pack, including a letter of agreement which hosts sign to confirm they have read and understood the rules, terms and conditions.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☒	☒	☐
W23 Health	☐	☒	☐	☐	☐

Comments

W22 Public areas are cleaned daily and student rooms are cleaned weekly.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☒	☒	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments

W24 The school provides an excellent guide to renting flats and bedsits and offers face-to-face support as well.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	

	Not met	Met	Strength	See comments	N/a
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☐	☐	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 Information about social, cultural and sporting events is provided by the social programme organiser and through a supply of posters, local magazines and pamphlets, as well as on the school's social media. The school organises a varied programme of activities and helps to arrange outings to London, booking transport and tickets to musicals.

W27 A recent student focus group request has resulted in an increase in the number of activities and an improvement in the range. Wet weather alternatives are always available for junior group activities.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met, although the school does not carry out its own risk assessments on external premises. The accommodation provided for students is very suitable and the management of accommodation systems works to the benefit of students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☒	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☒	☐

Comments

At the time of the inspection, three students aged 16 or 17 were attending adult classes. The majority of under 18 students come to the school as members of groups. In the past year, 68 students aged 16 and 17 had joined adult classes, while over 900 had come to the school as members of groups.

C1 There is a good safeguarding policy in place covering most aspects of safeguarding, containing sample forms and documents and with evidence of expert involvement in its framing. Named people are identified as responsible for the implementation of the policy and for dealing with any allegations. Although a *Pending DBS risk assessment* pro forma exists, guidance on handling delayed DBS clearance does not appear in the safeguarding policy.

C2 Guidance and training is provided to all staff at the school. Two people have received specialist and one person has received advanced training appropriate to their safeguarding roles. The safeguarding policy is in the staff handbook and on the website. Group leaders are made aware of the policy on arrival while homestay hosts receive a document entitled *Safeguarding for homestay hosts* and are asked to do a simple online training course.

C3 Publicity and other information provided before enrolment gives a thorough description of the level of care given to students under 18. Arrival advice and guidelines, the school's supervision policy and very useful FAQs can be found on the website, while all parents of under 18s receive a parental authorisation form containing a full list of procedures parents should be aware of as part of the registration process.

C4 There is a very clear safer recruitment checklist for managers which helps to ensure that all appropriate steps are taken to recruit staff in line with the school's safeguarding policy. All adults in homestays that accept under 18s have to be DBS checked and the registered accommodation agency has good procedures in place to ensure all adults are appropriately checked. The school does its best to ensure that group leaders have evidence of police checks having been carried out.

C5 Students under the age of 16 are never placed in a class with students of 18 years or older. Students aged 16 or 17 are identified on registers and have to sign in at reception each morning. Late arrivals in class of under 18s are followed up within fifteen minutes of the start of a lesson. Care is taken to ensure that under 18s do not take part in

social activities not appropriate to their age.

C6 Students of 16 and 17 are generally treated as adults during break and lunch times and outside school hours. Parents/guardians sign a parental authorisation form to confirm their acceptance of this. The school only allows under 18s to use taxi companies whose drivers have DBS clearance.

C7 The school is responsible for providing all students aged under 16 with homestay accommodation and all meals; and for providing students aged 16 and 17 with homestay accommodation. Increasingly, homestay accommodation for under 18s is being provided by the registered agency, which fulfils all criterial requirements for accommodation and care of under 18s.

C8 The contact details of parents/guardians, which are provided on enrolment, are checked on arrival when students complete a next of kin details form, part of which states whether the first contact speaks English or not.

Care of under 18s summary

The provision meets the section standard. There is generally very good provision for the safeguarding of students under the age of 18, both within the organisation and in the leisure activities and accommodation provided. However, guidance on handling delayed DBS clearance does not appear in the safeguarding policy.