

Organisation name	St Giles International, Brighton
Inspection date	23–26 April 2019

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

<b>Recommendation</b>
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited St Giles International Brighton in April 2019. 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 large private language school offers courses in general, academic and professional English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, learner management, teaching, care of students, accommodation, and leisure opportunities.

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

## Introduction

St Giles International Brighton is a long-established English language school, opened in 1969 as part of the St Giles group, itself founded in 1955. The Brighton school has been in its current premises since 1986. A feature of the school is that many of the staff, including the current principal, have been with the organisation for many years, often being promoted from within. The current principal is an example of this, having worked as a teacher, social programme organiser, teacher trainer and director of studies (DoS), before taking over as principal.

As part of the family-owned and run St Giles group, there are regular meetings with other members of the group, as well as an annual academic management conference which Brighton staff attend. The managing director visits the school three or four times a year and the principal of the Brighton school, as the longest serving principal in the group, attends monthly advisory board meetings at the head office in London.

As well as general English courses, St Giles International Brighton also has a 'Platinum Centre'. This is a department that runs courses for executives and professionals, in small groups or one-to-one. It is situated in a separate section of the premises, with its own student lounge, classrooms and office.

The St Giles Educational Trust is linked to the main organisation. The Trust is responsible for the teacher training courses provided by the schools. St Giles International Brighton is the largest provider of teacher training courses within the group, running annual teacher development courses for overseas teachers and teacher extension courses, as well as monthly courses leading to externally validated qualifications.

Two inspectors were at the school for four days and were joined by a third for two of these days. Meetings were held with the principal, the director of studies (DoS), the assistant director of studies (ADoS), the head of the Platinum Centre, the senior registrar, the senior accommodation and welfare officer and other staff dealing with welfare and accommodation, the academic counsellor, the UKVI compliance officer, the maintenance officer, the social programme organiser, and a group leader. Two separate groups of teachers were interviewed, as well as two separate groups of students (under 18s and over 18s). One inspector visited two homestays, a private home and a residence. All teachers teaching during the inspection were observed.

## Address of main site/head office

1-3 Marlborough Place, Brighton BN1 1UB

## Description of sites visited

The school is centrally located opposite the Royal Pavilion, within a ten-minute walk of the station and the beach. It occupies three Victorian five-storey buildings, which interconnect at different levels, as well as the top floor of an adjacent building (Blenheim House), which is used for teacher training and executive/professional courses (the Platinum Centre). Spread across the premises are 27 general English classrooms plus six classrooms in the Platinum Centre and a teacher training room. Also in Blenheim House are two toilets, a student lounge with balcony, a kitchen and two offices. A private study centre, a computer room, a bookshop, a staffroom, a further quiet room for staff, offices and 13 toilets are distributed across the three main buildings. The basement contains the café and dining area for students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers courses for students aged 16+; 16-17 year-olds are enrolled on adult courses. The majority of the

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provision offered is general English, including exam preparation. Students can choose to study in the mornings or afternoons for 20 lessons (16.7 hours), or to have full-day courses of 28 lessons a week (23.3 hours). Courses in the Platinum centre are for executives or professionals aged 21+ who study in small groups or one-to-one.

English for specific purposes includes courses such as 'English for Tourism', and English for academic purposes includes 'English for University Studies', where general English courses are combined with an English for academic purposes option.

Other: A course for students doing work placement runs at certain times of the year. A course for families is also offered, where parents accompanying their children take lessons in the main school, while their children are taught by the junior department (covered by a separate accreditation).

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### **Management profile**

The school is run by a principal, who reports to the managing director of the St Giles group. The principal is responsible for financial oversight, premises, recruitment and human resources policies for the St Giles International Brighton school, as well as day-to-day management. He is supported by the DoS, the ADoS, the director of the Platinum centre, the head of teacher training, and a team of registrars and accommodation and welfare officers, led by the senior registrar and the senior accommodation and welfare officer.

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### **Accommodation profile**

The school offers accommodation in homestays, private homes, a student residence, hotels and guest houses. The residence, which is five minutes' walk from the school, offers single ensuite rooms over three floors, with access to a fully fitted kitchen on each floor. There is a resident warden and a rota of wardens.

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### **Summary of inspection findings**

#### **Management**

The provision meets the section standard and exceeds it in some respects. Strategic and quality management procedures are robust and thoroughly executed. Staff are managed well, with individual circumstances as well as whole-staff development taken into account. Student administration is handled efficiently and effectively, and publicity is clear. *Strategic and quality management, Staff management and Student administration* are areas of strength.

#### **Premises and resources**

The provision meets the section standard and exceeds it in some respects. The premises are well utilised and carefully maintained to provide an interesting, comfortable and professional environment for work and relaxation. There is a very good range of learning resources available, which is well maintained and organised, with guidance and training provided for staff and students. *Premises and facilities and Learning resources* are areas of strength.

#### **Teaching and learning**

The provision meets the section standard and exceeds it in some respects. The academic staff team has a strong professional profile, entirely appropriate to the context. Teachers receive useful guidance to support students effectively in their learning and courses are structured to provide the maximum benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Learner management and Teaching* are areas of strength.

#### **Welfare and student services**

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care, information and leisure activities are very well met. Students also benefit from well-managed accommodation services and a wide range of appropriate accommodation options. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

#### **Safeguarding under 18s**

The provision meets the section standard. There is a comprehensive 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, and all staff with significant contact with under 18s have been trained to at least advanced level. Arrangements for the accommodation of under 18s are admirably thorough. Attention is needed to ensure that the parental/guardian consent letters provided by two of the agents used by the school cover all risks.

#### **Declaration of legal and regulatory compliance**

The items sampled were satisfactory.

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**Evidence****Management**

<b>Strategic and quality management</b>	<b>Area of strength</b>
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

**Comments**

M1 A clear mission statement is displayed in reception and in all the handbooks. It is evident that this is central to the school ethos and has been formulated after consultation with relevant parties.

M2 Objectives are detailed, thorough and colour-coded for different departments. Targets are specific and measurable, and incorporated into regular reviews.

M3 The organisational structure is communicated well, through a colour-coded organogram which is included in staff handbooks. Cover arrangements are good and carefully considered. A 'Who's Who' of key members of staff, with their photos, is prominently displayed in student handbooks and in common areas of the building.

M4 Communication is very effective, with a variety of informal and formal meetings in the school and across the wider organisation. Staff feel involved in the organisation and were positive about the contact they have with management.

M5 Feedback from students is dealt with very thoroughly. Regular questionnaires are supplemented by twice-yearly focus group meetings. Comments, however apparently trivial, are taken seriously and action is taken and recorded.

M6 Staff complete an annual feedback form but are also asked for their comments in their appraisals and at staff meetings. Action is taken as a result and teachers were very positive about the responsiveness of management.

M7 Quality control and continuing improvement are central to the school, and group, ethos. Systems are regularly reviewed, both internally and across the wider organisation. Self-evaluation against Scheme criteria is thorough and thoughtful.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and 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.	Strength
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.	Strength
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.	Strength

**Comments**

M8 Human resources policies are good, with family-friendly policies as well as social activities that promote staff wellbeing. Individual circumstances are taken into account and staff were very positive about the flexibility and compassion demonstrated by management.

M11 Good induction procedures include checklists, a quiz and a 'buddy' system that pairs new staff with those with more experience.

M12 Appraisal systems are thorough. Data from student feedback is used to inform the review, and clear targets are set. Permanent teachers are appraised by the principal, following an observation. There is evidence that those

under-performing are dealt with supportively.

M13 Continuing professional development is taken seriously, and all staff are encouraged and supported to develop their professional practice. There is an allocated budget for this and the interests of the individual and the organisation are taken into account.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 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.	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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

M14 Reception and office staff are friendly and courteous. They speak a variety of key languages and are often able to offer students assistance in their own languages. Staffing levels are good, with careful forward planning to ensure adequate cover, particularly at key times.

M15 Students are given relevant information before they arrive and a considerable amount of further information once at the school. The fortnightly one-to-one feedback sessions allow teachers to offer students suggestions about further study. Students were very positive about these meetings.

M19 Students are clear about the attendance and punctuality policies, which are carefully monitored and strictly enforced.

M20 Students are given simple, but clear, guidelines about behaviour and attendance and the possible sanctions that poor behaviour or attendance might incur. During the inspection there was evidence of the policy being appropriately enforced.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
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.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

Publicity comprises a website, brochures and social media. The website and brochures are for the St Giles group as a whole. The main medium of publicity is the website.

M22 The publicity is clear and gives an entirely realistic impression of the school. No stock photographs are used, any that might be unclear are captioned, testimonials can be verified and the actual leisure programme is on the website.

M24 Information on the courses is presented simply and clearly, with a consistent use of simple icons across all the courses. A chart in the brochure gives a useful indication of typical progression through the various levels.

## Premises and resources

Premises and facilities	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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.	Strength

### Comments

P1 The buildings are in a good state of repair and cleanliness, with the full-time maintenance officer checking key areas twice a day. A schedule of repairs ensures that upgrades (such as fire doors and guttering) are systematically addressed.

P5 The premises are unusual in that they interconnect at different, irregular junctions, making the buildings difficult to navigate. However, signage is plentiful and a colour-coded floor-plan has been well designed to help students and visitors find their way. Noticeboards are well maintained with some good examples of student work.

P6 Staffroom provision is good. There is a main staffroom, plus two additional quiet rooms. The large, main staffroom provides space for working and relaxing. It includes a small kitchen area, two staff toilets, a bank of computers and plentiful resources (see P7 and P8). The other smaller rooms provide additional quiet working space.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

### Comments

P7 A wide range of relevant, up-to-date learning resources is available in the staffroom, one of the additional quiet rooms and in the Platinum course director's office. These resources are very well organised and easily accessible. Teachers, especially those newer to the school, were extremely positive about the resources.

P8 As a teacher training centre with courses running each month, there is a very good range of teacher resources, including subscriptions to periodicals. Again, these are very well organised and accessible.

P9 The range of educational technology available and widely used is excellent. The interactive whiteboards in every classroom, and the tablets for use in the Platinum centre are well-maintained by a member of staff and an external company. Training is very good, and recorded for those who cannot attend the training sessions.

P10 The private study centre provides an attractive and engaging environment for students. It is staffed and open during break and lunch times, with useful resources and information for students.

P12 Resources are formally reviewed annually, in response to teacher and student feedback. In addition to this, requests for specific materials are dealt with positively; staff feel all reasonable requests are met.

## Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

#### Comments

T2 Teachers are well qualified. Many are teacher trainers and the majority are TEFLQ (68 per cent at the time of the inspection).

T4 All the managers are TEFLQ and have more than ten years of teaching experience, as well as four years or more of management experience.

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

#### Comments

T5 Teachers are matched to classes according to experience and preference, but also with a view to developing organisational capacity and competence. There was evidence that teachers are well supported to take on new teaching challenges.

T6 Students' individual circumstances, or the needs of particular groups of students, are considered when timetabling. For example, students or teachers with health needs are allocated ground floor rooms.

T7 Cover arrangements are very good, with careful planning by the DoS to deal with agreed absences. The ADoS takes responsibility for unscheduled absences. Several teachers are employed part-time and are able to cover at short notice, and neither the DoS nor ADoS has timetabled teaching duties, so are also able to cover.

T9 The 'buddy' system works well and is particularly appropriate for a staff with many very experienced teachers. The DoS and ADoS are available for day-to-day support if needed. Teachers reported feeling well supported, by their managers and each other.

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.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
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

T11 The criterion is met overall as there is a clear and thorough course structure, available at all levels. The stated principle is that the courses are learner centred, but there was little evidence for this, apart from in the Platinum centre.

T12 Courses are formally reviewed annually by a team of teachers with particular expertise in different areas (such as exams). This is co-ordinated by the DoS, with teacher and student feedback informing decisions.

T13 All courses have clear written course outlines, which are prominently displayed in all classrooms. However,

although these are explicitly made known to students in the Platinum centre, this is not always the case in the main school. (See T25.)

T15 Strategies to promote independent learning form part of the weekly forward plan, and learning strategies are also promoted in the student handbook, the study centre, at induction and in the fortnightly one-to-one feedback meetings.

<b>Learner management</b>	<b>Area of strength</b>
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

### **Comments**

T18 Students' progress is monitored well, through a variety of progress tests and the fortnightly meeting with teachers. Students are given good feedback and clear targets.

T19 Students receive good support. The teachers and DoS discuss students' requests to change class, and deal with these as necessary. In addition, two of the permanent teachers have responsibility for helping students with special educational needs, such as dyslexia, and providing the teachers and students with useful support.

T20 The staff have a great deal of experience with a wide range of exams and can direct students effectively. There is also a dedicated exams officer who gives students information and guidance, as well as holding meetings with exam preparation teachers to ensure a standardised approach.

T21 Academic reports are comprehensive and professionally presented, with an indication of the level achieved in different areas. More specialised reports are produced for sponsors with specific requests.

T22 This criterion is very well met. The school employs a TEFLQ teacher with many years of experience to work part-time, helping students with every aspect of their preparation for university entrance.

### **Classroom observation record**

Number of teachers seen	39
Number of observations	39
Parts of programme(s) observed	General English, including examination preparation, one-to-one lessons in the Platinum Centre

### **Comments**

None.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength



## Comments

T23 Teachers demonstrated a sound knowledge of the linguistic systems of English and modelled language confidently, pointing out relevant features of the language. Phonology was dealt with particularly well.

T24 Detailed class profiles were produced for all lessons observed. In the better segments, teachers used these to inform their planning, but this was not evident in some of the lessons. Occasionally, opportunities for exploiting students' different cultures were missed.

T25 Lesson plans sometimes listed relevant learning outcomes but in many cases these were not well expressed. Activities were well staged in the majority of lessons, although occasionally timing was over-ambitious.

T26 There was a very good range of appropriate teaching techniques, including excellent elicitation skills, frequent checking of meaning, some good controlled oral practice, and skilful management of pair and group work.

T27 Teachers used technology confidently and competently and generally used their boards well, with a purposeful use of colour. Classrooms were managed well, even in cases where the size of the room was challenging.

T28 All teachers were encouraging, and some had a very principled and effective approach to error correction, eliciting self-correction, delaying correction appropriately and encouraging peer support and correction.

T29 In the majority of lessons, activities were very well chosen to show that learning was taking place. Several teachers explicitly asked students to assess their own learning, either orally or through simple, but well-designed checklists.

T30 Students were positively engaged and absorbed in all lessons observed. There was a very good balance of student-to-student and teacher-to-student interaction, and ample evidence of the good relationships being fostered and developed in the classes.

## Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being good or better. Teachers had good language awareness and were able to highlight areas of interest or difficulty. Learning outcomes were not always clearly expressed, nor explicitly made known to the students, but activities were clearly and logically staged. A wide range of appropriate teaching techniques was observed, and technology was used confidently and appropriately. In the better segments a variety of correction techniques was used very effectively. Teachers chose, or created, useful activities to check that learning was taking place and engendered a very positive and engaging classroom atmosphere in all lessons observed.

## Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Strength

## Comments

W1 Security systems for the school and residence are very thorough. An external company carries out a comprehensive fire risk assessment and training is provided for fire marshals.

W2 There are detailed plans for dealing with a critical incident on or off the premises. At induction, students are briefed on keeping safe and procedures to follow in the event of an emergency, and reminders are displayed in all classrooms.

W3 There is very good provision for pastoral care, and photographs on display boards and in student handbooks identify the staff with particular responsibilities. Fortnightly individual tutorials also have a pastoral dimension. One member of staff with specific responsibility for under 18s meets 16 and 17 year-olds individually in their first week. Two rooms are designated as prayer rooms.

W7 Comprehensive practical information is provided in the student handbook and at induction, and individual tutorials offer an opportunity for students to obtain personal advice.

W8 Students have very good access to health care. The student handbook contains helpful information on entitlement under the NHS. There is very good provision of staff trained in first aid, at both the teaching site and the residence. Staff are also available when necessary to accompany students needing medical or dental care.

<b>Accommodation</b> (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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**

W9 A wide variety of accommodation options is available, including basic or standard rooms (all with ensuite) in the school's own residence and superior rooms with ensuite in homestay. All the accommodation sampled was of a good standard.

W11 Easily accessible records are kept of all necessary checks. The database also contains comprehensive information on host, home, and previous student feedback to aid placement. The provider checks on the language of other students from other providers before confirming a booking.

W12 Information for students contains a pen portrait of the host and information about local area. Students are encouraged to contact their host before arrival.

W13 Good records are kept and evidence was seen that any issues are dealt with effectively. Annual feedback is given to hosts.

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

#### **Comments**

All criteria in this area are fully met.

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

#### **Comments**

All criteria in this area are fully met.

<b>Leisure opportunities</b>	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength

W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Care is taken to ensure that students are aware of leisure opportunities outside the organised social programme. Suggested activities and places to visit are displayed on noticeboards, some with QR codes, and the weekly social programme publicises current events in the city. Students can also book tickets through the school for week-end trips run by a commercial company.

W24 The varied daily leisure programme is appropriate to students' age and interests. Teachers alert students to the programme on a weekly basis and the social programme organiser is available each lunchtime.

W25 Activities are led by teachers, who are briefed on risks. There is a suggestions box for students and evidence was seen that the provider is responsive to requests, and that feedback on the programme is very positive.

#### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

Under 18s normally constitute approximately eight per cent of student numbers. At the time of the inspection, there were 24 students aged 16–17.

S1 A comprehensive policy is in place and there are good systems for ensuring that this is kept up to date.

S2 There is excellent provision for training and guidance. The Designated safeguarding lead and DoS have had training at specialist level and eight other staff who have significant contact with under 18s have had training at advanced level. Both adult students and under 18s are made aware of relevant points in the safeguarding policy and abridged versions of the policy are made available to all staff and homestay hosts. Hosts are also encouraged to complete basic safeguarding training.

S3 The parental consent letters provided by two of the agents used by the school are insufficiently comprehensive.

S6 Curfew arrangements and other rules are clear to students, their parents/guardians, and homestay hosts.

Students under 18 sign the school's code of conduct and parents/guardians sign to acknowledge their understanding and acceptance of the school's rules. Fortnightly tutorials include welfare checks. Homestay hosts are encouraged to do Prevent training.

S7 Under 18s are normally accommodated in homestays, which are carefully checked. Safeguarding procedures for any students who are staying with family members or guardians are admirably thorough.

#### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	1971 by the Department of Education and Science, and British Council from 1982
Last full inspection	2015
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	Teacher training leading to externally validated qualifications is run by the St Giles Educational Trust. Another company runs modern language courses in the school.
Other related accredited schools/centres/affiliates	St Giles London Central, St Giles Highgate, St Giles Eastbourne and St Giles Cambridge. St Giles also runs junior residential summer camps in a variety of locations in the UK.
Other related non-accredited schools/centres/affiliates	Year-round centres in San Francisco, New York City and Vancouver, plus junior residential camps in a variety of locations in North America.

### Private sector

Date of foundation	1955 (St Giles Schools of Languages Limited), 1969 (St Giles College Brighton)
Ownership	Name of company: St Giles Schools of Languages Limited Company number 596651
Other accreditation/inspection	ISI

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	The Friends Centre, Brighton – four additional classrooms, used at peak period July/August

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	277	414
Full-time ELT (15+ hours per week) aged 16–17 years	24	38
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>301</b>	<b>452</b>

Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–57	16–60
Adult programmes: typical length of stay	6–10 weeks	4–8 weeks
Adult programmes: predominant nationalities	Swedish, Swiss, Korean	Turkish, Swiss, Italian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	40	50
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT under 19 hours a week	28	
Number of academic managers for eligible ELT courses	5	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	5	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	5
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	5

The part-time TEFLQ academic counsellor is included in the figures. None of the academic managers have regular teaching responsibilities.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	27
TEFLI qualification	13
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	40

#### Comments

Included in these figures is the TEFLQ teacher who administers tests, including the oral component, on the first and last days of courses.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	197	20
Private home	9	2
Home tuition	0	0
Residential	28	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2
Staying in privately rented rooms/flats	43	0
Overall totals adults/under 18s	277	24
Overall total adults + under 18s	301	

### Points to be addressed

#### Teaching and learning

T11 The stated principle for course design is that the courses are learner centred, but there was little evidence for this, apart from in the Platinum centre.

T13 Written outlines are not always made known to students in the main school.

#### Safeguarding under 18s

S3 The parental consent letters provided by two of the agents used by the school are insufficiently comprehensive.

### Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection. Please submit this to the Accreditation Unit by 15 February 2020. [Action on any points to be addressed with a specific earlier deadline must be submitted by the deadline given in the results letter.]

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.