Inspection report

Organisation name	International House London
Inspection date	13–17 November 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 with a supplementary inspection at a suitable time within 12 months to assess the closed groups for young learners.

Summary statement

The British Council inspected and accredited International House London in November 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 large private language school offers courses in general and professional English for adults (16+) and for closed groups of under 18s in school premises.

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

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

Organisation profile

Inspection history	Dates/details
First inspection	1997
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	In-company provision, online courses, externally validated pre-service and in-service ELT training, modern languages teaching.
Other related accredited schools/centres/affiliates	IH London seasonal multicentre
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1953
Ownership	Name of company: International House Trust Limited Company number: 1239120 Charity number: 270860
Other accreditation/inspection	ISI

Premises profile

Address of main site	16 Stukeley Street, London WC2B 5LQ
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school premises are in a quiet, largely pedestrianised side street within easy reach of Holborn and Covent Garden Underground stations. The building consists of nine floors, which include a lower ground floor and a mezzanine floor. The reception desk, café and student services are on the ground floor; the social programme desk is on the mezzanine floor; and the library and self-access centre are on the upper ground floor. Floors two to four contain classrooms. The fifth floor contains the sky lounge, to which all students have access, and a separate area for the exclusive use of executive clients. This area has a reception desk, one-to-one and small-group classrooms, computers and a small relaxation area for students, and tea/coffee facilities. There are also some classrooms set aside for executive clients on the fourth floor.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	95	95
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	200	308
Full-time ELT (15+ hours per week) aged 16–17 years	5	30
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	92	86
Part-time ELT aged 16–17 years	1	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**298**	**424**
Junior programmes: advertised minimum age	12 (closed groups)	N/a (September–May)

Junior programmes: actual minimum age	0	N/a
Junior programmes: advertised maximum age	17 (closed groups)	N/a
Junior programmes: actual maximum age	0	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–70	16–64
Adult programmes: typical length of stay	18 weeks	16 weeks
Adult programmes: predominant nationalities	Korean, Italian, Saudi Arabian, Brazilian, Turkish, Spanish	Turkish, Italian, Saudi Arabian, Korean, Brazilian, Spanish
Number on PBS Tier 4 General student visas	1	1
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	125	166

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	39	61
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT 10–19 hours a week	21	
Number teaching ELT under 10 hours a week	9	
Number of academic managers for eligible ELT courses	8	9
Number of management (non-academic) and administrative staff working on eligible ELT courses	55	
Total number of support staff	103	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	8
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	8
Comments	
Academic managers are not normally scheduled to teach.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	23
TEFLI qualification	16
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	39

Comments
Four teachers on stand-by duty in the week of the inspection are not included in these figures; all are TEFLQ.

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
Students aged 16 and 17 are enrolled on adult courses. General ELT for adults makes up 83 per cent of the provision; English for specific purposes (ESP) is offered – one-to-one teaching forms approximately seven per cent of the ESP provision; closed groups for juniors (12–17) are offered in the same premises from September to May.

Accommodation profile

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	7	1
Private home	1	0
Home tuition	0	0
Residential	34	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
Arranged by student/family/guardian		
Staying with own family	0	4
Staying in privately rented rooms/flats	249	0
Overall totals adults/under 18s	293	5
Overall total adults + under 18s	298	

Introduction

International House London was founded in 1959. It is part of International House Trust Ltd, a registered charity. The board of trustees oversees the management of the school, but operational day-to-day management of the school is in the hands of the chief executive officer (CEO) and the senior management team, consisting of the head of service quality, the director of sales and marketing, the director of finance and systems, and the director of education. The post of director of education is a recently created role; it replaces that of director of operations London, which included responsibility for facilities - now part of the remit of the director of finance. The director of education is line manager for the director of English, the director of training, the head of modern languages, and

educational resources. The director of English, a new post, has academic responsibility for general English (including examination-preparation courses), English for specific purposes (ESP) and one-to-one courses offered by the executive centre, and courses for young learners (YLs).

At the time of the inspection, there were daytime and evening courses in general English, including examination-preparation, at all levels and various degrees of intensity, and daytime courses, including one-to-one, for executives.

A closed-group course for YLs aged 14–15 took place in early 2017 and the school is promoting further closed courses on school premises between September and May. There is separate accreditation as a multiple seasonal centre for the school's YL centres in Oxford, Ellesmere, London Westminster and (from 2018) Portsmouth. An international foundation programme has been advertised, but has not yet run.

The inspection took place over four and a half days and three evenings. The inspectors held meetings with the chair of the trustees, the interim CEO, the head of service quality, who is also the designated safeguarding lead (DSL), the director of sales and marketing and the marketing manager, the former head of operations London, the director of education, the assistant director of studies (ADoS) for general English, the manager of the executive centre, the modern language course co-ordinator, who has administrative responsibility for in-company English teaching, and a member of a small team of teacher trainers who provide support for academic managers as necessary, the facilities manager, the assistant human resources (HR) manager, the welfare officer, the accommodation officer, the head librarian, the IT education support assistant and the resource assistant, the head of young learners (an operational role) and the young learner administrator (standing in for the social programme co-ordinator). Focus group meetings were carried out with students and teachers, and all teachers (39) teaching onsite in the week of the inspection were observed. One inspector visited two homestays and a private home.

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 The management structure has been modified recently, bringing general English and courses offered by the executive centre under the management of the director of English. There is good provision for continuity, with suitably qualified and experienced academic managers able to cover for each other, and with each manager having a named deputy. The structure is illustrated in an organogram which is displayed, and understood by staff at all levels.
M4 Regular meetings take place at all levels. There are quarterly meetings of the trustees, which are attended by the senior management team (SMT); trustee committees also meet quarterly. The SMT meet weekly, as do academic managers. Whole staff and teacher meetings take place fortnightly, with both types of meeting being held twice to enable as many staff as possible to attend. Weekly news updates containing information from all departments are sent out to all staff.

M5 Human resources (HR) policies and procedures are thorough, clearly set out, and consistently applied.

M6 The HR department maintains all records electronically. A small number of certificates were not on file; however, these were supplied in the course of the inspection.

M7 Induction involves both HR and the line manager. New employees are sent some information in advance, and induction, which is checklist-based, includes mandatory training and scheduled meetings with the line manager. Evidence was seen of a good handover period for some posts. There is a staff handbook and teachers also receive a teacher handbook.

M8 There are good systems for monitoring and appraisal, and these are clearly outlined in the staff handbook. All staff are subject to an annual performance development review and a six-monthly interim review. These cover both their current duties and performance and their longer-term personal-professional development.

M9 The school invests in both internal and external continuing professional development (CPD) relevant to its own strategic needs and the needs of staff. Records showed that several managers had done higher levels of safeguarding training and two members of staff were engaged in training related to students with special educational needs. There is also financial support for staff wishing to present at conferences, and evidence was seen that development is actively encouraged during conversations with line managers. Six teachers on temporary contracts had recently been funded to participate in a two-day IELTS training event and their teaching covered. Teacher observations provide input to both appraisals and decisions concerning CPD provision more generally.

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 The administrative team work on a shift basis to cover the long opening hours, and with some rotation between reception and office duties. Cover arrangements are good and additional staff are taken on in summer. Positive written feedback from students on the helpfulness of administrative staff was echoed by that of students in the focus group meeting.

M11 Telephone and email enquiries are normally dealt with by student services or sales staff but are referred to academic managers if necessary. Potential applicants who come to the school in person are usually given a tour and talked through course options; those who come in the evening can be dealt with by the evening co-ordinator, who is one of the teaching team.

M13 Records of students' contact details are well maintained and can be remotely accessed. On the first day, and at other times thereafter, students are reminded to keep their contact details up to date.

M14 The policy on attendance and lateness is made known through the student handbook and reinforced through notices in classrooms, and there are sound systems for recording attendance and following up on lateness and absence. Students are also sent a weekly email informing them of their attendance record and either congratulating them on their good attendance or drawing their attention to the fact that their attendance has fallen below an acceptable level; in the latter case, they are asked to discuss this with an academic manager during the designated 'student hour'.

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 Clear evidence was seen of a commitment to continuing improvement. Regular reports are submitted to the trustees by the senior management team. Committees of trustees also prepare reports. Weekly senior management

and academic manager meetings also provide for the regular review of systems, procedures and activities. The school has recently undertaken a comprehensive review of its academic management structure and made a number of changes. There has also been an open consultation on the school development plan.

M18 Student feedback is elicited at a number of points, including week one and end of course, and in a variety of ways (e.g. questionnaire, tutorials, student hour, focus group meeting, suggestions boxes), and discussed at management meetings. All this feedback is now collated weekly in a single location, the 'register of improvement', which can be accessed by all staff and action taken logged. Specific actions taken are noted on a 'You said, we did' poster outside the library; major instances of recent actions include the re-siting of the school café, a change in the residence used, and the setting up of a conversation club to facilitate interaction with other students. Students have also been asked to give feedback on the quality of the website.

M19 The induction process, staff meetings, and the annual review of performance all provide opportunities for staff comment. Exit interviews are also conducted, records kept, and comments passed on as appropriate. A recent staff survey attracted 63 responses, and these fed into a whole-staff workshop on the school development plan.

M20 The complaints procedure is clear and made known to students at induction, through notices and in the student handbook. Evidence was seen that complaints are recorded in appropriate detail and handled sensitively.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
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 main medium of publicity is the website. A brochure is produced annually, together with a separate fees sheet, and there are flyers to promote specific products or for specific events.

M21 Course information pages on the website can be accessed in a range of languages, and the brochure and other information is available in Mandarin. The website contains a very small number of proofreading errors which do not affect communication.

M23 The different categories of course, the scope for course combinations and the options available in terms of intensity within these are all clearly described. The brochure contains a helpful diagram which relates Common European Framework of Reference (CEFR) levels to external general English and business English examination levels and scores.

M24 All the information required under this criterion is helpfully displayed in tabular form. Minimum age and maximum class size vary according to course type but this information is clearly stated.

M25 In general, and where appropriate, costs are clearly stated. All materials are included in courses. Costs are given for optional leisure activities which are not free and for accommodation options other than hotels. Approximate costs of examination fees are not shown. The section of the booking conditions concerned with cancellations and refunds would not be easily accessible to students with limited English language proficiency.

M26 Detailed and accurate descriptions of the different types of accommodation are available with useful and extensive FAQ sections about living in homestay or residential accommodation. It is made clear that agencies are sometimes used.

M27 The social life area of the website contains an attractively designed downloadable leisure programme of daily activities which changes every two weeks, and a short video introduction by the social programme organiser. The programme includes free guided walks in central London and a weekly conversation club, with more free clubs planned. Packages of activities can be booked.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure and systems are clear and effective; student administration is courteous, caring and efficient; and quality assurance procedures are wide-ranging and thorough. The management of the provision operates to the benefit of its students and in accordance with its publicity. *Staff management*, *Student administration, Quality assurance* and *Publicity* 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

R2 In general, the premises are well maintained. There is an in-house facilities team which includes cleaners, and the team can deal quickly with any minor maintenance issues.

R4 Relaxation areas include the reception area, café, and the sky lounge on the fifth floor, which has a TV and balcony; students in the executive centre have their own small relaxation area with tea and coffee facilities. There are cold water dispensing machines, the café offers hot drinks and snacks throughout the day, and there are numerous nearby cafés and restaurants.

R5 There are good facilities for display of information throughout the building and noticeboards are attractive and well organised. There is a colourful and well organised social corner. Signage is clear.

R6 The teachers' staffroom, which is in the basement, is very large. It contains a large collection of shared resources. Permanent teachers have their own desks with computers; temporary teachers may need to share a desk. One area of the room is allocated to a kitchenette, with seating for staff relaxation.

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	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☒	☒	

Comments

R7 Students on general English courses are issued with coursebooks, which are included in the course fee, but these are supplemented by photocopies, teacher-produced handouts and authentic materials. All the materials seen were appropriate to students' needs; some of the materials in use in the executive centre had been supplied by or suggested by students.

R8 Teachers have access to an excellent range of supplementary materials. All resources in the staffroom are very clearly organised and well maintained. There are dedicated resources for teachers in the executive centre.

R9 All classrooms are well equipped with interactive whiteboards or equivalent facilities, and there are sets of tablets, mini whiteboards and video cameras for student use. Training and support for teachers are available from the in-house information technology (IT) team.

R10 The self-access centre contains computers loaded with a very good variety of language-learning materials and links to language-learning websites. The centre is open throughout the day for individual self-access; a section is also bookable as a teaching space. Students can also access many materials through their own devices via the online library system.

R11 Students are given an introduction to the self-access centre and the library as part of their induction. Guidance on how to access and use the various resources in both areas is available on the computers and on posters but there are knowledgeable and enthusiastic staff in both areas to provide advice and guidance as needed. There are also computers and power points for students to use their own devices in the library, which houses an extensive and clearly organised collection of books and other materials, such as films and CDs, to accompany graded readers.

R12 There is a resources policy, and learning and teaching materials held in the library and staffroom are reviewed

on a regular basis. Teachers are kept informed by library staff of potentially relevant new publications; they can also request books.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Students and staff benefit from a wide range of up-to-date and well organised resources which, together with the well-maintained facilities throughout the building, support and enhance the studies of students and provide a comfortable and supportive professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

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 does not have a qualification at Level 6. At the time of his appointment he was studying on a course leading to a Level 7 qualification and is now close to achieving this qualification. A rationale was submitted which was accepted in the context of this inspection.
T2 All teachers hold an appropriate TESOL qualification, the majority at diploma level. Some also hold relevant postgraduate qualifications.
T4 All academic managers are well experienced and suitably qualified. Those in the more senior positions have a range of relevant experience as managers, teacher trainers and teachers.

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

T6 Teacher deployment takes account of organisational needs and teachers' experience and personal preference. It is school policy for teacher trainers also to teach language classes and for teachers of general English courses to have opportunities to teach in the executive centre.
T7 Rooms vary in size, and student numbers may change from one week to the next. What may sometimes be a complex timetabling process is handled efficiently.
T8 There are very good systems for cover. Experienced teachers are assigned to standby duty and given at least 30 minutes' notice before they are required to teach. Work records are kept in the staffroom and can therefore be easily accessed.
T9 On general English courses, assessment processes take place in the first part of the Monday morning, while existing students are typically doing review or self-standing activities, and new students join classes after the mid-morning break. Course content is planned and discussed with students on a weekly basis, with work on a new topic being delayed until new students have joined the class.
T10 Induction processes for summer school teachers new to the school encourage a sense of professional community through buddying and sharing of classes. CPD sessions run, normally weekly, throughout the year, including the summer; some are recorded, and some are repeated. All staff are encouraged to lead sessions. The school also subscribes to a range of professional development magazines. Teachers in the focus group meeting were particularly appreciative of the support of their academic managers.

T11 Teachers new to the school are observed in their first two weeks. All other teachers are observed on an annual basis by their line manager, with line management duties being equitably distributed. In the executive centre, where rooms for one-to-one teaching may be small, self-video recording has sometimes been used as a less obtrusive alternative to 'live' observation. The observation records seen had all been conscientiously completed and led to suggested action points for development. Teachers in the focus group meeting commented very positively on the developmental nature of the observations, which they found to be supportive and very helpful. Peer observation, via a sign-up list, is encouraged, but the school also has an 'open house' policy under which any member of staff (including those working in other departments) may observe.

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 There is a curriculum document, referred to in the teacher handbook, which sets out the educational beliefs, aims, and core competences and objectives for each level, and additional course descriptions for each special focus option with suggested materials and course objectives. Teachers' weekly schemes of work are initially based on coursebooks selected according to CEFR levels and their appropriateness for multinational groups of adults but then supplemented with authentic and other materials in the light of students' emerging needs and wishes. Courses for students studying in the executive centre are based on initial needs analyses and continuous consultation with individual students.

T13 Existing courses are reviewed continuously on the basis of feedback from teachers and students. A recent review of option courses has been undertaken which involved focus groups with students and meetings with teachers, and trialling of materials. New courses (a foundation programme, an academic skills course, YL closed groups) are planned to meet perceived needs.

T14 The weekly goals displayed on the wall in each classroom are not geared towards specific learning outcomes; however, 'can do' statements are also displayed, and coursebooks provide a basic framework and set of learning outcomes. Moreover, teachers discuss their weekly plans with their classes, who are encouraged to express their own wishes and therefore shape what is done to their own needs.

T15 Core competences specified for each level include independent learning, and learning strategies, including keeping a vocabulary notebook, are suggested as part of the student induction. Students can get individual advice during the twice-weekly 'study advice hour' run by a standby teacher or a member of the academic management team.

T16 Teachers are encouraged to take students on visits, prepared for in class. A conversation club has recently been established and other clubs (film club, book club) are planned. Monthly competitions also stimulate interaction with the local environment.

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

T17 Most students do a pre-arrival online test; others are tested on arrival. All students then have an oral interview before being assigned to a class. Although all students on non-examination group courses are re-assessed on a monthly basis, students who urgently wish to change their level can speak to an academic manager about this during the study advice hour.

T18 Students are given a 'progress sheet' and encouraged to set their own targets and assess their achievements.

Teachers then hold individual tutorials during the third week of each four-week block when they discuss students' self-evaluation of their own progress and the options for the next phase of their study. They then complete a recommendation sheet and pass this to the academic management team. Students continuing on to another course in the school retain their progress sheet and update this for their next tutorial. All students can get individual advice from an academic manager during the study advice hour.

T19 Students applying for an examination-preparation course are required to do a test which assesses their level in skills relevant to the examination. While some discretion may be shown to students wishing to enrol for a lower-level examination, on the grounds that this may serve a developmental purpose, more rigorous admission standards are applied for more demanding courses.

T20 Courses include awareness-raising activities concerning the assessment criteria and exam techniques. Students also do practice tests and a more formal mock examination in the sixth week of their course. Information on the various examinations is also displayed on posters.

T21 All students who have met attendance requirements receive an attendance certificate which states their exit CEFR level. Reports are written for sponsored students and for other students on request.

T22 Students are given help, as needed, with UCAS entry procedures and are guided to access online information on university courses. There are university advice clinics on Saturdays. Periodic mini-fairs are held in which universities are invited to participate.

Classroom observation record

Number of teachers seen	39
Number of observations	39
Parts of programme(s) observed	All onsite daytime and evening programmes.
Comments	

All teachers scheduled to teach during the week of the inspection were observed.

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 In general, teachers demonstrated a sound knowledge of language systems and the ability to give helpful explanations and examples when necessary. In many lessons, they also took advantage of opportunities to extend students' lexical repertoires through spontaneous work on word families or synonyms. They also provided appropriate models through their own speech and writing and in the samples of language presented to students. Some supplied additional support for student learning by indicating or eliciting word class, pronunciation and syllable stress and, less frequently, rhythm and linking in connected speech.

T24 In general English classes, lesson content was broadly based on curriculum plans and coursebooks where these were being used. However, teachers also took account of learners' expressed interests and requests. Exam-preparation classes included both practice and awareness-raising in relation to exam structure and exam techniques. Lessons for students in the executive centre were informed by needs analyses negotiated with clients. All lesson plans contained a section on anticipated problems and solutions informed in part by thorough individual profiling.

T25 In general, lessons had been planned carefully to provide both variety of activity and a balance between new language input and skills practice, with good preparation for productive activities (typically, extended speaking opportunities). However, objectives tended to be formulated as teaching aims or activities rather than learning outcomes specified in terms of new knowledge or competences, and when these were communicated to students they typically took the form of a list of activities.

T26 A range of teaching techniques and activity types was seen in both group and one-to-one classes. Good use was made of warmers, elicitation, prompts and concept checks. Students were also encouraged to notice target

language items. In one-to-one classes, teachers were very good at helping students to develop their own accurate and coherent spoken and written texts.

T27 Teachers had given thought to seating arrangements, particularly in relation to pairing and regrouping students. They also used a range of resources confidently and competently. Coursebooks, when used, were exploited rather than simply followed. Handouts had been prepared carefully. While some teachers used traditional whiteboards effectively, making sure, for example, that similar types of material were grouped together, using colour highlighting, and rubbing out items once they were no longer needed, other teachers appeared not to have thought about how to organise boardwork effectively. Although interactive whiteboards, when used, were primarily deployed for projection of prepared slides or handwritten points of language, some teachers swiftly typed up and projected students' answers or other notes to aid students' note-taking.

T28 Although teachers varied in the amount of feedback that they gave on student performance and the ways in which they did this, almost all clearly recognised the value that students attach to being given feedback, constructive as well as positive. Pair work was monitored closely. Most teachers gave explicit incidental feedback on grammar or pronunciation; some made a note of student errors and elicited plenary correction. Self-correction was also encouraged.

T29 Teachers used a variety of ways of evaluating discrete aspects of learning. These included checking on homework, review of previously introduced vocabulary, exercises to check control of form, and productive tasks to ascertain whether, for example, new knowledge could be integrated with existing knowledge. In some instances, students were also asked to evaluate their own learning. However, while learning at the end of activities was evaluated, there was no evidence that teachers had strategies in place to evaluate the overall learning outcomes.

T30 In general, teachers showed themselves to be very capable of establishing rapport quickly (aided by photographs and handover notes in whole classes and needs analyses in one-to-one classes); they also adjusted their language to take account of learner level, and took individual differences into account. Although teaching was characterised by an underlying purposefulness and sense of direction, teachers were encouraging and appeared relaxed and students were engaged, especially when teachers were enthusiastic and lively, and clearly felt able to initiate. Students' comments on their teachers, both in written evaluations and in the focus group meeting, were extremely positive.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being good or better. Teachers showed good awareness of language systems and provided appropriate models of the language, lesson content was relevant, and lessons had been carefully planned to provide for balance and variety, with good preparation for productive activities. Teachers used effective teaching techniques, for the most part managed the classroom environment and resources well, and made use of a variety of feedback and evaluation techniques. They were good at establishing rapport and alert to individuals, and students were engaged.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The majority of the teachers are well qualified and there is a strong and supportive academic management team. Course design is well managed and there are good systems to provide wide-ranging academic support for students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management* 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 The facilities manager and team carry out extensive risk assessments on the premises and regular daily and more thorough monthly checks. Safety measures are in place and fire drills carried out. Sufficient staff are trained to administer first aid and part of the induction for new staff and students includes health and safety procedures. CCTV cameras are strategically located. A separate risk assessment for having young learners on the premises was carried out before the closed group of juniors arrived in January. Separate risk assessments are made for students or staff with particular needs and a personal evacuation escape plan put in place.

W2 All staff are involved in the general care of students and there are many opportunities for students to ask for advice or support, such as the student advice hours and the tutorials. There is an evident pastoral element in the follow-up procedures for lateness and absence. The welfare officer has a separate meeting with new students aged under 18 and then meets them every fortnight. An individual care and learning programme is drawn up for students with a declared special educational need.

W3 The welfare officer meets all new students during their induction and her photograph is posted throughout the school and in the handbook. There are specific times available for students to see the welfare officer, but she is always free to talk to students outside these times. If there is a need to refer students to an outside agency for help, the welfare officer continues to support them.

W4 There is an abusive behaviour policy and a suitable version is displayed to students on noticeboards. The school has engaged well with the issues related to the Prevent strategy.

W7 Students are given a presentation which covers all the necessary information on their first day. The information is also found in the student handbook. Under 18s are informed about legal age restrictions during their induction meeting and this information is also found in the student handbook.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers a range of residential, homestay and private home accommodation. Two homestays and one private home were visited. One homestay and the private home were arranged by the school. A homestay agency that the school has worked with over a long period arranged the other homestay. The hosts had worked with the school for many years. The young learner group with their group leaders had been accommodated in shared, en-suite rooms in the private home. The host here is experienced in hosting small closed groups of juniors with their group leaders.

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	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 The accommodation visited was located in quiet areas with easy access to underground stations with a total journey time to the school of up to 45 minutes. The bedrooms were all spacious and there was ample storage and hanging space. The bathrooms in the private homes are en-suite and in the homestays, the bathrooms were for the sole use of students. Laundry arrangements are suitable and it is made clear to students in residential accommodation (not available for under 18s) that they will need to wash their own bedlinen, which is supplied for them on arrival. All types of accommodation provide free Wi-Fi in addition to all the required services and facilities.

W10 Both the agency and the school have clear checklists to follow when inspecting new accommodation for suitability and safety. Checks include Gas Safe certificates and fire risk assessments for homestays and private homes, and all relevant health and safety procedures for residences. Feedback from students placed in new accommodation is carefully noted and followed up.

W12 The records kept by the school and agency are up to date and well organised. It is easy to order data so that dates for re-visits and the dates that certificates expirie are clear. The school chooses the rooms in the residences from the agreed year-round allocations. Feedback from students is taken into consideration when placing students and the information about all types of accommodation sent to them is detailed and helpful.

W14 Students are asked to provide feedback on their accommodation in the initial feedback questionnaire. It is also made clear to them that they can approach any student services staff about any problems. The school liaises

closely with both the accommodation agency and the residences to resolve any problems quickly. Any actions taken are clearly recorded.

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					

None.

Accommodation: residential

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

W22 It is made clear to students that they will be responsible for cleaning their own rooms. Communal areas are cleaned regularly.

Accommodation: other

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

W25 The school recommends three hotels, which are visited regularly and standards checked. Bookings and payments are arranged by the school.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☒	☐
Comments					

W26 Information and posters advertising events on the school's leisure programme are displayed throughout the school and on the website. There is a dedicated social programme desk where students can ask for more information about events organised by the school and about events in London. Notices around the school give ideas for places to visit and current exhibitions and events in London.
W27 Two members of staff are responsible for planning and organising the leisure programme and they are available at the social programme desk, where students can sign up for events. The monthly programme includes guided walks, theatre visits, pub quizzes and conversation clubs. Students' suggestions and preferences are taken into account when the monthly programme is being planned and students commented very favourably on the activities.

W28 There are risk assessments for the various activities and trips, and specific risks are noted just prior to the activity and take account of the composition of the group. The staff member leading the activity is given the risk assessments and is briefed about any particular issues. Risk assessments do not take account of the journeys to venues.
W29 Most of the activities are led by the two social programme staff, both of whom are experienced in taking out groups of students.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security are well met and they receive a high level of care from all staff. They are given information and encouraged to explore and enjoy London, both independently and also by joining the well-organised social programme. The standard of the accommodation provided is good and the effective management of the accommodation systems works to the benefit of students. *Care of students, Accommodation* and *Leisure opportunities* are areas of strength.

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

There was one closed group in January this year with ten students aged 14–15 accompanied by two group leaders. There were five students aged under 18 on general English courses at the time of the inspection. Numbers of under 18s on adult courses throughout the year are very low.
C1 There is a very comprehensive safeguarding policy which includes different sections with detailed procedures for the safeguarding of under 18s on adult courses and under 18s in closed groups. Procedures for dealing with allegations are clear, there is a safer recruitment policy in place and the designated safeguarding lead (DSL) and safeguarding officers are named, with their contact details.
C2 The safeguarding policy is made known to all adults and there is a video for both homestay providers and staff making the relevant facts clear and personalised. All staff and homestays complete a basic awareness course and designated staff complete training at advanced or specialist level.
C3 There is information about the level of care for under 18s in closed groups in the Young Learner brochure and on the website. A comprehensive parental consent form is sent to parents/guardians during the booking procedure. The level of care and supervision for under 18s enrolled on adult courses is made clear in this document.
C5 There are satisfactory procedures in place for the supervision of students in closed groups based on comprehensive risk assessments. Most of the leisure programme activities offered on the adult programme are suitable for under 18s and the supervision ratios are appropriate.
C6 The rules for under 18s are made clear in the parental consent form and the students are given a quiz on these during their induction. They are reminded of the rules during their fortnightly meetings with the welfare officer. However, the rules are not clearly presented to homestay hosts or group leaders.
C7 The school arranges half-board homestay accommodation for under 18s on adult courses. It is made clear to parents in the parental consent form that this does not include lunches and so they are responsible for making sure their child has adequate means to provide this for themselves.

Care of under 18s summary

The provision meets the section standard. There is a very comprehensive safeguarding policy and staff receive helpful guidance and training. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.