



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

MONITORING VISIT

INTERNATIONAL HOUSE LONDON TRUST

Company registration no. – 01239120

Full Name **International House London Trust**

Address 16 Stukeley Street, London WC2B 5LQ

Company name IH Trust Ltd

Telephone Number 020 7611 2400

Email Address Jason.White@ihlondon.com

Website www.ihlondon.com

Principal Mr Jason White

Proprietor IH Trust Ltd

Age Range 16+

Total number of students 972

Numbers by age and type of study

Under 18:	16
18+	956
EFL only:	296
FE only:	660

Inspection date **4 December 2018**

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	5
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	6
6 ACTIONS AND RECOMMENDATIONS	8
INSPECTION EVIDENCE	9

1. CHARACTERISTICS AND CONTEXT

- 1.1 International House London is part of International House Trust Ltd, a registered charity. International House was founded in Cordoba in 1953 and International House London in 1959. The International House Trust has existed since 1964. It moved to its current premises in March 2007. The aim of the trust is to improve language teaching and teacher training worldwide. International House London is managed by a senior management team, headed by a chief executive officer. They are overseen by a non-executive board of directors.
- 1.2 The school offers a wide variety of courses in general and business English and Cambridge and IELTS examination courses. The main teacher training courses are full and part-time CELTA and Delta courses, as well as blended-learning Delta and bespoke teacher training courses. Part-time courses in modern foreign languages from beginner to advanced levels and bespoke business executive courses are also on offer.
- 1.3 Enrolment patterns differ for courses: general English students can enrol weekly; trainees on the teacher training courses can enrol monthly and those taking modern foreign languages courses enrol every six weeks. English and modern foreign language courses do not specify a language level in order to enrol. On teacher training courses, a specified standard of education and language are required. These are determined prior to acceptance.
- 1.4 At the time of the inspection, 972 students were enrolled, the majority of whom are on part-time courses. A small minority are under the age of 18 years. Students come from a wide range of countries in Europe, Asia and the Middle East and these students have English as an additional language. Students on modern foreign languages courses are mainly from the UK and the vast majority have English as their first language. Teachers on bespoke Teacher Trainer courses come from all over the world and do not often have English as a first language. There are six students on Tier 4 visas. Two students were identified with language and learning difficulties or disabilities.
- 1.5 The school was last inspected on 6 – 8 December 2016 when it met all Key Standards and the quality of education exceeded expectations.
- 1.6 The recommendations from the previous report are:
 - Ensure that the pace of all lessons challenges students to improve their engagement and motivation
 - Analyse data for patterns in trends over time in order to set clear targets where improvement is necessary.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 6 – 8 December 2016 the language school was found to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Course provision is excellent and is highly effective in meeting a wide variety of student needs. Courses meet the definition of an approved qualification for Tier 4 students, as set out in the Home Office guidance. Teaching is excellent and is characterised by classes where students are challenged and motivated to learn. The pace in the vast majority of classes keeps students engaged. The highly motivated teachers are knowledgeable. Correction of marked work is excellent and allows students to know what to do to improve. Students are informed of their progress through regular tutorials. Levels of attainment are high.
- 2.3 Students' welfare, including health and safety, is excellent. Effective arrangements, are in place to ensure the health and safety of all. The premises are of a high standard and are well maintained, resulting in a comfortable environment for staff and students. Admission and attendance registers are accurate. Attendance and punctuality data are not collated or analysed. Consequently, a full understanding of the associated policies and the impact in the classroom is unknown. Appropriate procedures for contact with the Home Office are in place. Pastoral support is good. Pastoral issues are not analysed to facilitate an understanding of what action needs to be taken. Levels of safeguarding are excellent. All staff have been checked through the Disclosure and Barring Service (DBS), as have homestay providers accommodating those under 18. Appropriate regular safeguarding training is undertaken by all staff to support the safety of students under the age of 18.
- 2.4 The effectiveness of governance, leadership and management is excellent. Leadership provides effective oversight of the school and clear educational direction. Communications are frequent and effective. Consequently, staff have a sound understanding of organisational development. Self-evaluation is excellent. It clearly identifies the school's strengths and areas for development. The linked development plan supports improvements. Quality assurance is excellent. Student and staff feedback is collated and analysed, and action planning focuses on improving the provision. An inconsistent approach to the collation and analysis of progress and achievement data limits the setting of clear targets to drive improvement. Annual appraisals clearly identify development goals to raise standards. Lesson observations have a positive impact in the classroom. Suitable training activities support the development of staff. Appropriate checks are in place to confirm the identity and suitability of staff prior to employment.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Ensure that the pace of all lessons challenges students to improve their engagement and motivation.

The school has made good progress in meeting this recommendation in the majority of lessons. Teachers use a range of resources and teaching methods to facilitate change of pace and improve the student experience.

- 3.3 The suitability of course provision and the curriculum are excellent and are successful in promoting progression and in meeting students' needs. General English courses range from beginner to advanced levels. This enables students to learn and make progress regardless of age, aptitude or language capability. An outstanding range of modern foreign language courses is mainly run in the evenings and at weekends in response to students' needs. A good variety of teacher training courses allows participants to develop their teaching careers. Executive English courses are specifically tailored to meet the needs of the students. The language courses are linked to the Common European Framework of Reference (CEFR) to allow for a shared understanding of level. Students are highly satisfied with their courses. Consequently, the vast majority complete the course for which they enrol. Courses meet the definition of an approved qualification for Tier 4 students, as set out in the Home Office guidance.
- 3.4 Teaching is excellent. The highly-motivated teachers use a wide range of activities and resources to effectively encourage all students to participate and make progress. They demonstrate appropriate knowledge and understanding of the subject matter being taught and motivate students to learn. Lessons are well-planned and good use of technology ensures student engagement. Highly effective teaching methods, including drilling and monitoring were observed. These enable students to make progress and develop the skills and understanding necessary to meet their aims. In a minority of lessons, time management is poor and error correction is limited, reducing opportunities for students to make progress. The constructive comments provided on students' work are helpful in indicating what to do to improve. This supports development of their language and subject knowledge.
- 3.5 Students are informed of the progress they are making through regular tutorials and assignments. This progress is very effectively tracked and students are provided with high quality feedback to help them understand how they can improve. They reach excellent levels of attainment based on their starting points and length of their courses, allowing them to achieve their goals.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 Provision for health and safety is excellent. Measures adopted to reduce risk from fire and other hazards are suitable. Appropriately trained fire safety and first aid staff are in place to support the safety of all. Clear signage allows staff and students to know what to do in the event of an emergency evacuation. Up-to-date risk assessments for internal and external activities support the safety and security of all. Students report they feel safe and secure.
- 4.3 The high quality premises provide a comfortable environment. They are clean, well decorated and maintained to a high standard. They have good lighting, heating and sound insulation. Classrooms are large and bright and are appropriately furnished. There are sufficient numbers of washrooms. A lift allows easy access to the school, including for those with special needs.
- 4.4 Admission and attendance registers are accurate. The attendance and lateness policies are well disseminated but data regarding attendance and punctuality are not collated or analysed. This results in an insufficient understanding of the effectiveness of the policies and their impact on learning and teaching. Excellent systems for monitoring the attendance of students under 18 years and those on Tier 4 visas are in place. Any absences are followed up promptly. There are currently six students enrolled on Tier 4 visas. Procedures for contact with the Home Office, if necessary, are appropriate.
- 4.5 Levels of pastoral support are good and students know who to approach for advice. Pastoral issues are recorded but are not analysed to provide an overview of necessary action in areas of concern. Students report that relationships between staff and students and amongst the students themselves are excellent and are effective in promoting a positive culture in the school. Inspectors support this view.
- 4.6 Safeguarding measures are excellent and are reviewed regularly to ensure their relevance and effectiveness. Excellent oversight at board level is in place. A comprehensive safeguarding policy effectively covers students under the age of 18 years in all aspects of school activity. Suitable training, including regular updates, is undertaken by all staff to support the safety of students under the age of 18. All staff and the main carer in host families who accommodate students under 18 have current checks through the DBS. As a consequence of these measures, standards of safeguarding are very high.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Analyse data for patterns in trends over time in order to set clear targets where improvement is necessary.
- 5.3 Satisfactory progress has been made against this recommendation. The system for recording staff feedback has changed so that trends over time are now easily evaluated. Clear targets for improvement have been set and are recorded in the school register of improvement, which is monitored regularly. The system for student feedback is in the process of being changed to be in line with the updates connected to the staff feedback process and the setting of targets. These changes promote improvement. Progress and achievement data is not consistently collated or analysed to allow clear targets to be set where improvement is necessary. Opportunities are therefore missed for quality improvement.
- 5.4 Oversight is excellent. Senior managers and the board of trustees provide clear educational direction, reflected in the high quality of the provision, care of students and fulfilment of the school's aims. Senior staff are well informed about the day-to-day operations of the school and use this information in their monitoring and planning. Senior management are highly effective in providing support and challenge for change and improvement. This gives rise to a forward-thinking environment and quality improvements that benefit all. Excellent relationships between staff and management create a positive atmosphere. Regular formal and informal communications between all levels of staff successfully support a full understanding of organisational requirements.
- 5.5 Self-evaluation is excellent. The self-evaluation document prepared for the inspection incorporated the views of staff and provides a clear insight into the school's strengths and areas for development. Management is successful in setting priorities and in ensuring these are implemented through effective planning and regular monitoring in a development plan. This contributes positively to the raising of standards.
- 5.6 Quality assurance is excellent. A culture of quality improvement planning is central to the school's development. Management are highly responsive to feedback and constantly strive to raise standards. Student feedback is collected systematically during and at the end of the course. The school reacts positively to suggestions made. Feedback in the annual staff survey is discussed with staff and the board, and any necessary actions taken. Consequently, standards in the provision are constantly improving. Progress and achievement data are recorded at individual level but an absence of analysis at programme and whole school level reduces opportunities for improvement.

- 5.7 The system of lesson observations is excellent. A large number and variety of lesson observations are carried annually for all teachers, who benefit from the feedback given. Reviews of the impact on teaching and learning take place to ensure that high standards of teaching are maintained. Information from observations is effectively used in teacher appraisals to promote improvement. For all staff, appropriate goals are set in their annual appraisal. These have a positive impact on the individual and the school. The school is highly supportive of staff development. A well-targeted programme of internal and external workshops and events is available to drive improvements in performance. The school supports staff who wish to take higher level qualifications, which is beneficial to the individual and the school.
- 5.8 Appropriate checks are carried out prior to the appointment of staff to confirm their suitability, identity and right to work.
- 5.9 Provision of information is good. The website provides useful information on courses on offer. The school was very helpful in providing inspectors with information before and during the inspection.

6. ACTIONS AND RECOMMENDATIONS

The language school has maintained the excellent quality found at the last inspection.

Recommendations for further improvement

In order to further improve the excellent quality provided, the language school should:

- Analyse progress and achievement data at programme and whole school level to drive continuous improvement.
- Collate and analyse data regarding attendance and punctuality to review the effectiveness of the associated policies and the impact in the classroom.
- Review data relating to pastoral issues to identify areas of concern so as to inform action planning.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff and examined samples of students' work. They held discussions with senior members of staff. The responses of staff and students to confidential pre-inspection questionnaires were analysed.

Inspectors

Ms Nicole la Hausse de Lalouvière	Lead Inspector
Ms Jane Beeson	Team Inspector
Mr John Rooney	Team Inspector
Ms Sara Williamson	Team Inspector