

Organisation name	International House London
Inspection date	20–23 September 2022

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W26, S4 and S7 have been addressed.

Summary statement

The British Council inspected and accredited International House London in September 2022. 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 for details)

This large private language teaching organisation offers courses in general and professional English for adults (18+) and young people (16+) and for closed groups of young learners (12+).

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

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

Introduction

International House London (IHL) was founded in 1959 and first accredited in 1997. It forms part of International House Trust Ltd, a registered educational charity. The board of trustees oversees the leadership of the school, but operational day-to-day management of the school is managed by the chief executive officer (CEO) and the senior management team.

The school offers general English, examination preparation, business English and specialist courses throughout the year. Closed groups of young learner courses are provided on demand outside the summer. The school also offers credit-bearing teacher training and modern languages courses that fall outside the remit of this accreditation. All courses take place in the school's nine-floor building in Covent Garden, London. Residential, homestay and hotel accommodation can be arranged by the school.

The inspection took place over three and a half days. Meetings were held with the CEO, the director of operations, the director of English, the assistant director of English, the head of human resources (HR), the head of marketing, the customer experience manager, the customer experience officer, the assistant customer experience manager, the general English administrator, the head of facilities, the executive centre manager, and the social programme officer. Focus group meetings were held with two groups of students and teachers. All teachers teaching in the week of the inspection were observed. One inspector conducted a tour of the school premises and facilities and the other visited in person a residence and inspected remotely two homestays.

Address of main site/head office

16 Stukeley Street, London WC2B 5LQ

Description of sites visited

The school premises are in a side street near to Holborn and Covent Garden underground stations. The building consists of nine floors, which include a basement with a staffroom and an office, and a mezzanine floor with exam offices. The reception desk, café, social programme desk and student services are on the ground floor; and the library is on the upper ground floor. There are classrooms on the second, third and fourth floors. The fifth floor contains the sky lounge, to which all students have access, and a separate area for the 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 with tea/coffee facilities. There are also some classrooms set aside for executive clients on the fourth floor.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

IHL offers year-round general English and examination preparation classes to adults and young learners aged 16 and above. Other courses offered include: executive courses, including one-to-one lessons, offered to students aged 21 and over, and closed group courses for young learners (12 to 17).

Management profile

The CEO reports to the board of trustees and leads the senior management team, which consists of the director of operations, the director of sales and marketing, the director of exams, the director of finance and the director of young learners. A number of other managers are involved in the running of the school.

Accommodation profile

Students are accommodated in homestay and residential accommodation with a small number of students requesting hotel or studio spaces. IHL has approximately 40 homestays on its books, all within a 50-minute journey time from the school using public transport. In addition, the school works with a British Council registered accommodation agency to provide additional homestays. At the time of inspection there were 25 students in school homestays and one student staying in a registered agency homestay.

The school primarily uses two externally managed student residences, both within a 20-minute journey of the school by public transport. At the time of the inspection, there were 15 students staying in the Kings Cross residence, and 20 staying in the Highbury residence. In addition, there were nine closed-group students in another residence, four students in other residences, and three students in recommended hotels.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school is very well managed, operates to the benefit of the students and the staff, and in accordance with the provider's stated vision, mission and values, and publicity. *Strategic and quality management, Staff management, Student administration and Publicity* are all areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A large range of learning resources is available, appropriate to the age and needs of the students. Good guidance on the use of these resources is 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 very good professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to 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

The provision meets the section standard and exceeds it in some respects. The school has an excellent provision for the pastoral care, health and safety of its students and staff. The school offers a wide range of comfortable, friendly and well-maintained accommodation, which is very well managed. The leisure programme is designed to meet the needs of the students and is well managed in general. *Care of students and Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the school, underpinned by a clear and comprehensive safeguarding policy, and effective staff training. However, not all staff references comment on the person's suitability to work with under 18s.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
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 There is a clear statement of the organisation's vision, mission and values which is made known to staff through a number of channels including at induction and through its inclusion in the staff handbook. Staff were recently involved in its review and revision.

M2 IHL has a detailed three-year strategic plan and a wide range of metrics for measuring and monitoring organisational targets. A separate operational plan has been developed. All plans are monitored and updated at meetings by relevant groups.

M3 The structure of the organisation is clear and communicated effectively to staff and students. Cover arrangements for all posts are clear and continuity is maintained at all times.

M4 Channels of communication work well both informally and formally at all levels of the organisation supported by minuted meetings, email updates and staff announcements. Monthly staff meetings were introduced in response to staff feedback.

M5 Student feedback is gathered at a number of points in the student journey using a variety of channels. Comments are automatically sent on to relevant staff and acted on when required. Specific positive comments from students are communicated to relevant teachers.

M6 Staff views are captured through a number of mechanisms that include an annual survey, focus groups, meetings, an online suggestion box and exit interviews. In 2021 staff responded to a survey regarding the school's Equality, Diversity and Inclusion initiatives. A large number of staff suggestions have been acted on in the recent past.

M7 Systems are reviewed regularly within departments and are discussed and minuted at key meetings. Feedback from staff and students feed into a register of improvement and the organisation sets targets to achieve the highest standards in all areas monitored by a number of quality assurance bodies.

Staff management and development	Area of strength
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.	Strength
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 IHL has prioritised becoming an employer of choice and has invested in providing an enhanced range of HR services to staff. A comprehensive set of HR policies are included in the staff handbook.

M10 Recruitment and selection procedures for staff follow safer recruitment practices and a large number of staff have completed relevant training in this area. Staff files are well organised and contain all relevant documentation.

M11 Inductions for all posts are thorough and well documented and include compliance training as well as job-specific guidance, all of which is recorded in detailed checklists. Teachers are invited to observe classes before starting to teach in the school themselves.

M12 Appraisal systems have recently been improved to include a larger number of meetings between line managers and staff who report to them. Teacher appraisals are linked to observations and continuing professional development (CPD) sessions.

M13 CPD is made available to all staff through a number of channels. The organisation funds staff to further their professional qualifications. A recently appointed teacher development manager is tasked with continuing to improve and integrate the professional development of academic staff in different departments. Some senior managers have been mentored by trustees and some attend mentoring sessions with a professional development and support network.

Student administration	Area of strength
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.	Strength
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.	Met
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 Staff are courteous and helpful as evidenced by written and spoken feedback from students. Relevant staff receive customer service training and the customer experience manager focuses on the continuous improvement of this area of the provision.

M15 Students receive very good information and advice about their course choices both before and during their programmes. The experienced sales team speak a large number of languages between them and academic managers are also involved in providing customised responses to specific enquiries. Students have a dedicated business development manager who liaises with them throughout the booking process.

M16 These procedures are very effectively and fairly applied. Additional staff are available on enrolment days and IHL checks that students are happy with their course choices early in their stay. There are clear, student-friendly procedures for refunds.

M19 The school's attendance and lateness policy is clear and absences are recorded and followed up. Students can see their own attendance record on the student portal. The procedures for under 18s are particularly thorough and include them checking in at reception each day and a fast response to any lateness or absences.

Publicity	Area of strength
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.	Strength
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

The primary medium of publicity is a website, supplemented by a brochure, a prices list and various social media sites.

M22 The website includes very clear descriptions of the premises and resources, and includes photos, video tours, in addition to a virtual reality tour of the premises. The social programme is live on the website and is regularly updated.

M23 All publicity is written in accurate and very accessible English and some landing pages and section summaries are provided in other languages.

M24 All key information is presented very clearly and consistently across courses with good use being made of panels, sample timetables and text about what students will learn and their progress.

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.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
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 premises are very well maintained by the school's facilities team and are regularly checked and cleaned throughout the day. There is a wheelchair accessible lift to all floors and two sets of staircases to allow the flow of movement throughout the building. Rooms are in a good state of repair, and overall the premises provide a very comfortable learning environment for students and staff.

P2 Most classrooms are bright and airy with natural light and air conditioning and all are free from extraneous noise, as all rooms have double glazing.

P3 All students can relax in a number of areas that include the attractive sky lounge on the fifth floor with some outside seating, social areas close to reception and the school café, and the library. There is also on the fifth floor, an attractive executive lounge area with free hot drinks and biscuits.

P4 Water dispensers are located on all floors. The café offers good quality snacks and sandwiches and there are a number of other cafés close to the school, some of which offer discounts to the school's students.

P6 Good use is made of the large staffroom in the basement, which includes ample space for workstations, lockers, the storage of learning materials, three photocopiers and a kitchen and seating area. Staff meetings are held in larger rooms on the first floor.

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.	Met
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

P8 The additional resources available to teachers are plentiful both in terms of well-organised physical materials and digital resources.

P9 There is a good range of educational technology available in classrooms, including different types of whiteboard, which is well maintained and used regularly and confidently by teachers. Immediate technical support is available.

P10 Good use is starting to be made of the student portal with extensive resources. The library is well organised and is open for large parts of the week, including Saturday mornings.

P12 There is a very clear policy for the continuing review and development of teaching and learning resources that includes obtaining and acting on trainer and teacher feedback whenever possible.

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

Comments

T1 Two teachers do not currently have Level 6 qualifications. The submitted rationales are accepted within the context of this inspection, as both of them have engaged regularly with post-compulsory education.

T3 Academic managers and teachers have a very good range of knowledge, experience and skills relevant to all the types of courses offered. External training and internal professional development sessions are provided when needed. Many of the teachers are also teacher trainers and examiners.

T4 The academic management team of six are all TEFLQ and are highly experienced in teaching and also in management.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
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.	Strength
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.	Strength

Comments

T6 There are very good procedures in place to match students, teachers and classrooms, which are appropriately timetabled according to the type and size of classes running.

T7 Cover arrangements work well with some teachers always on standby in addition to academic managers. Cover lesson plans are provided and clear class records ensure continuity of teaching and learning.

T8 Explicit and appropriate attention is paid to continuous enrolment. This is covered in inductions and in the teacher handbook. The syllabus is designed in weekly blocks; online placement testing and the use of the student portal ensure that the needs of individual students are known to teachers.

T9 Very good formal and informal support is given to teachers, who are very appreciative of the guidance given to them by academic managers and their peers. Additional support is given to newer teachers in the summer.

T10 Observations are well planned and teachers find the quickly delivered and detailed feedback given constructive and useful. Observations are linked to CPD sessions and appraisals.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
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.	Strength
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	
<p>T11 Course design is clearly based on stated principles, which are made known to teachers through the course syllabus, inductions and the teacher handbook. The timeframe for the use of coursebooks is clearly mapped out.</p> <p>T12 Course design is regularly and systematically reviewed on the basis of feedback from staff and students, for example, the guidelines for late morning classes were revised on the basis of teacher suggestions.</p> <p>T13 Written course outlines are discussed with students and are available to them through weekly plans displayed in all classrooms and through the contents pages of coursebooks.</p> <p>T15 Syllabus documentation includes study and learning strategies at all levels. Good use is made of the student portal for students to self-assess their level and progress. There are study tips on the student portal and students have access to this resource for three months before and after their courses. During the study advice hour students can receive additional guidance on learning strategies.</p>	

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments	
<p>T17 Placement procedures work well with the levels used linked to a reliable external reference and the vast majority of students completing pre-arrival oral and written tests. There is a policy of keeping younger students together if their proficiency levels permit.</p> <p>T18 This criterion is met as students receive formal tutorials every four weeks, and exit tests are also available via the student portal. However, easily available progress tests are not used as frequently as they are expected to be.</p> <p>T19 There are very good measures in place to help students change courses quickly when appropriate. Clear target setting and support is available to students through tutorials, study advice hour and the student portal.</p> <p>T20 Very detailed advice about exams is available to students through knowledgeable, experienced teachers and academic managers and examinations centre staff.</p>	

Classroom observation record

Number of teachers seen	27
Number of observations	27
Parts of programme(s) observed	General English, examination preparation, business English and specialist courses. Some one-to-one classes were observed.

Comments
None.

Teaching: classroom observation	Area of strength
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.	Met
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.	Strength
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.	Met
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.	Strength
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 generally provided clear and accurate modelling of oral and written language, and in the better lesson segments, used stress markers and the phonemic script effectively.

T24 Detailed class profiles showed in-depth awareness of individuals' strengths and needs, and these were reflected in learning objectives and lesson content, particularly in the case of examination preparation and one-to-one classes.

T25 Although learning outcomes were generally clearly stated in lesson and weekly plans, these were occasionally vague rather than being specific.

T26 Teachers confidently used a good range of techniques, elicitation, nomination and effectively set up group and pair work. However, in a few classes, instructions were unclear, student understanding of them was not checked and no model was given.

T27 Seating arrangements facilitated student-to-student interactions. Teachers generally made excellent use of whiteboards and interactive whiteboards with board zoning being a positive feature in many classrooms.

T28 Teachers made positive, encouraging comments about the oral production of students and used a range of feedback techniques that included immediate, delayed, group, peer and one-to-one correction.

T29 Teachers frequently evaluated whether learning was taking place through a variety of tasks and many lessons began with previous learning being effectively checked.

T30 Teachers managed cultural differences sensitively, and created a safe, warm, positive environment. Pairing and grouping showed sensitivity to students' competence and confidence. There was a very positive learning atmosphere in all classes observed.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, 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 most lessons had appropriate learning outcomes. Teachers largely used effective teaching techniques, and managed the classroom environment and resources well. Good use was made of a variety of feedback and evaluation techniques. There was a positive learning atmosphere in all classes observed and students were actively engaged in nearly all lesson activities.

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.	Strength
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.	Met

Comments

W1 There is excellent provision for the health, safety and security of students and staff. There are comprehensive regularly reviewed risk assessments for the premises, and all relevant safety checks are in place. Students, staff and guests are well briefed about safety and security.

W2 A clear and detailed emergency plan is in place. As a result of this, there are comprehensive procedures for handling emergencies on and off site. Relevant parts of the plan are appropriately communicated to students and staff.

W3 Pastoral care is appropriate and clearly outlined to students and staff ensuring that they know what care is available and who is responsible for wellbeing. There are additional welfare arrangements in place for under 18s.

W4 Tolerance and respect are widely promoted through notices in the building, in staff and student handbooks and inductions. There are very clear procedures for establishing standards, including a code of conduct. There is a detailed risk assessment to support the prevention of extremism or radicalisation, and staff all have relevant training in this area.

W7 Induction is comprehensive, clear and includes useful information about studying and living in London. In addition, the customer experience team is always available to support students with specific needs and requests. Students reported that they felt that the support and advice available was excellent.

Accommodation (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 Accommodation provides comfortable living spaces with good natural light, heating and ventilation as well as all of the required amenities and facilities. All spaces are clean and in excellent repair.

W11 All accommodation is inspected and reported on by an experienced team member at least every two years, usually more frequently. Appropriate safety checks are included in inspections, and detailed records are kept.

W12 Students receive detailed written confirmation of their accommodation with all of the required information, conditions and procedures. In addition, they receive personalised information about their hosts and the local area.

W13 Initial feedback is taken in the first week of the student's course. Records of feedback are up to date and there is clear evidence that action is taken promptly in response to it.

<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 the 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 the criteria in this area are fully met.

Leisure opportunities	Met
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Excellent information is made available to students about events happening in London through social media sites and notices in the school. Assistance is offered to those who need help in booking tickets.

W24 The leisure programme offers a wide variety of activities which take into account students' backgrounds and interests. Many activities are free of charge making them accessible to as many students as possible. Executive students have a bespoke programme designed for their needs and interests.

W25 The leisure programme organiser knows the local area and the excursions very well. The programme is planned in response to feedback and requests from students.

W26 While risk assessments are in place for activities, they do not include reference to first aid, student lists or telephone numbers. In addition, there is insufficient consideration given to how to respond to students getting lost or supervision arrangements for under 18s.

Safeguarding under 18s

Safeguarding under 18s	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.	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.	Not 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.	Not met
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

Throughout the year, the school offers courses to open enrolment students aged 16 and 17 who are integrated into adult classes. In addition, the school welcomes groups of students with a minimum enrolment age of 12. In these groups, 16 and 17 year olds may be integrated into adult classes or operate as closed groups, depending on the group's preference. At the time of inspection, there were 18 students aged 16 and 17 attending the school, although eight of them were studying on Saturdays only in a closed group and had arranged their accommodation independently. Of the remaining ten students, five were part of a closed group and were staying in a student residence. The other five students were open enrolment bookings, three staying in homestays, one in a residence and one staying with family in London. During the school's peak week, there were 40 students aged 16 and 17.

S1 The school's safeguarding policy is comprehensive and regularly updated. It is appropriate to the current range of students and includes different sections for different profiles of under 18s. The policy is supported by a range of relevant documents and policies including the student and homestay agreements.

S2 All staff are trained to appropriate levels. Both external and internal training and updates take place and staff are well briefed on a day-to-day basis. The safeguarding team are prominent and visible and the structure is communicated on noticeboards and in handbooks.

S4 While there are two references on file for all staff, some of them did not include responses to the question of suitability to work with under 18s.

S6 Supervision arrangements for under 18s outside of the programme are very clear with written rules for students and external providers including homestay hosts, who receive regular reminders.

S7 At the time of inspection there was a 17-year-old student living in a student residence with no adult supervision and no increased monitoring of their welfare.

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	1997
Last full inspection	November 2017
Subsequent spot check (if applicable)	January 2019
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service and in-service ELT training, modern languages courses
Other related accredited schools/centres/affiliates	IH London seasonal young learner centres
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

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	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	218	300
Full-time ELT (15+ hours per week) aged 16–17 years	10	40
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	33	60
Part-time ELT aged 16–17 years	8	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	269	400
Junior programmes: advertised minimum age	N/a	12 (closed groups)
Junior programmes: advertised maximum age	N/a	17 (closed groups)
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–24	19–24
Adult programmes: typical length of stay	8 weeks	3 weeks
Adult programmes: predominant nationalities	Japanese, Korean, Saudi Arabian, Turkish, Brazilian	Japanese, Italian, Spanish, Korean, Saudi Arabian, Turkish, Brazilian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	27	40
Number teaching ELT 20 hours and over a week	14	
Number teaching ELT 19 hours and under a week	13	
Number of academic managers for eligible ELT courses	6	7
Number of management (non-academic) and administrative staff working on eligible ELT courses	38	
Total number of support staff	6	

Academic manager qualifications profile	
Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6
Comments	
None.	

Teacher qualifications profile	
Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	12
TEFLI qualification	15
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	27
Comments	
None.	

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	25	3
Private home	0	0
Home tuition	0	0
Residential	53	5
Hotel/guesthouse	2	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	171	8
Overall totals adults/under 18s	251	18
Overall total adults + under 18s	269	

Points to be addressed

Points which must be addressed within three months

Welfare and student services

W26 Risk assessments do not include reference to first aid, student lists or telephone numbers and insufficient consideration is given to how to respond to students getting lost or supervision arrangements for under 18s.

Safeguarding under 18s

S4 Some staff references do not include responses to the question of suitability to work with under 18s.

S7 There was a 17-year-old student living in a student residence with no adult supervision and no increased monitoring of their welfare.

Other points to be addressed

Teaching and learning

T18 Easily available progress tests are not used as frequently as they are expected to be.

T26 In a few classes, instructions were unclear, student understanding of them was not checked and no model was given.

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.

Following a review of this requirement, we are piloting a change to six months from the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 7 June 2023. However, action on any points to be addressed with a specific earlier deadline must still 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.