

Organisation name	International House London Young Learner Centres
Inspection date	3–5 July and 11–12 July 2024

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 safe, 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.

Summary statement

The British Council inspected and accredited International House London Young Learner Centres in July 2024. 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 school offers residential vacation courses for under 18s and closed groups of under 18s.

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

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

Introduction

International House London (IH) is part of the International World Organisation which has over 150 schools in more than 50 countries. The school has run summer centres for young learners since 2011 and in 2015 International House London young learners (IHYL) became a separately accredited centre running summer vacation courses for under 18s at multiple off-site centres. At the time of the inspection three centres were in operation: IH London young learners (LYL), St Edwards, Oxford (OYL) and Frensham, Guilford (FYL). The majority of students are accompanied by group leaders and over 90 per cent of the bookings are through language travel agents.

At the two summer centres visited, meetings were held with the centre managers, the directors of studies (DoS), assistant directors of studies (ADoS), welfare managers, activity managers and representatives of the host schools. Focus group meetings were held with students, teachers, activity leaders and group leaders. All teachers working on the days of the inspection were observed. One inspector viewed the residential accommodation offered at both centres visited.

The inspection took place over five full days spread over two weeks with two inspectors and included visits to the Head office (HO) in London where the teaching element of the LYL is also held and OYL.

Address of main site/head office

16 Stukeley Street, London WC2B 5LQ

Description of sites visited/observed

St Edwards, Oxford (Woodstock Road, Oxford OX2 7NN) is a co-educational boarding school situated on a campus in the outskirts to the north of Oxford. The Christie building is the central hub of the OYL course. On the ground floor there are separate work rooms for each of the senior managers and their respective teams. Up to 40 classrooms are available on the upper floors and in two further teaching blocks close by. The large grassed central quad is used as an outdoor meeting place and for occasional barbeques. The Willows building houses the Olivier theatre, used for morning assemblies and presentation events, and the school dining room is a short walk away. On and around the central quad are the eleven boarding houses used by OYL. A private underpass gives OYL staff and students safe access from the main school campus to the extensive playing fields and sports facilities across the road.

The LYL centre is a multi-site summer centre using some facilities at University College London (UCL) and teaching facilities at the International House London adult school (16 Stukeley Street, London WC2B 5LQ). Accommodation is in the UCL Schafer House residence (168–182 Drummond Street, Camden NW1 3HZ). Meals and social activities take place in the UCL Maple Street building (20 Maple Street, London W1T 5HB) where LYL has access to dining facilities, shared with other providers; a large common room and some additional spaces.

LYL have sole use of a spacious multipurpose room with a screen that is used for a variety of leisure and evening activities. At the International House adult school LYL students have access to a dedicated corridor with up to seven classrooms and toilet facilities. These areas are available weekdays from 12.00–17.00. There is also some seating, a noticeboard and a water cooler in the corridor for student use in break time. Teaching staff can use the main adult school staffroom, on a different floor, for lesson preparation.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input 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

The school offers the following courses for students aged under 18.

Explore English is offered at OYL and LYL for 12–17 year-olds with 15 hours of general English lessons in the afternoons, excursions in the morning and activities in the evening.

The *Discover English* programme is for 8–11 year-olds in Frensham (FYL) [Frensham Heights Road, Rowledge, Farnham GU10 4EA; site not visited] and 12–17 year-olds at OYL; there are 15 hours of lessons, one full-day and one half-day excursion per week, afternoon activities including sports, and there are activities every evening after dinner.

The *English Plus* programme is available at FYL and OYL; there are 21 hours of lessons, one full-day and one half-day excursion per week, afternoon activities (one hour on four days per week) and activities every evening after dinner.

Future Leaders is an advanced course at OYL for 14–17 year-olds who wish to focus on teamwork, leadership and critical thinking. It includes 21 hours of classes and 20 hours of activities per week.

Closed group courses are also run during the year in London.

Management profile

The director of young learners has overall responsibility for young learner courses. He leads on strategy and line manages the head office young learner senior team. This includes the head of young learner operations, and the academic manager. Additional support is provided by the various teams working across adult and young learner programmes, for example, sales and marketing, the operations and logistics team, and the people and culture team who cover recruitment. Each off-site centre has a centre manager, a director of studies (DoS), a welfare manager and an activity manager with, in larger centres such as OYL, assistant managers in each area. The Future Leaders course has its own on-site coordinator.

Accommodation profile

In OYL, students are accommodated in St Edwards school houses; OYL has the use of 11 houses, of which 10 were occupied in the weeks of the inspection. A range of different configurations is available, including single and shared rooms, some ensuite rooms, and others with shared bathroom facilities. All houses have common room spaces and laundry facilities.

Accommodation in LYL is at Schafer House, a student residence belonging to University College London (UCL). Students stay in single study bedrooms with shared bathroom facilities in cluster flats of five rooms and a shared kitchen/meeting area. All meals are taken in UCL's Ramsay Hall, which is a ten-minute walk from the accommodation, and about a 25-minute walk from the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clear goals and values and sound quality and review procedures. Communication within the summer schools and across the wider organisation is generally sound, human resources procedures are very well managed and staff feel supported. Student administration is carried out very effectively. There were some initial issues with publicity but these were remedied during the inspection. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. There is a very good range of well-targeted learning resources available to benefit the students. Teachers and students receive good advice on how to make full use of the resources available to them. *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 teams have a professional profile that meets the needs of the students. Teachers receive very good 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 met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision clearly meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including a wide range of out-of-class activities and very suitable accommodation. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. 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.

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.	Met
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.	Met
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.	Met
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 The statement is transparent, unambiguous and clearly integral to the working of the organisation. All managers have a good understanding of the goals and values.
M2 The objectives and plans are explicit with comprehensive measures in place to monitor progress. There was evidence of regular review and work being carried out.
M4 Overall this criterion is met. A number of communication channels are used to good effect, and there are some excellent systems in place to manage for example, operations, learning resources and transfers. However, there was also evidence of some information not reaching the required audience in a timely manner; for example, information that was required across teams both at head office and at centre level.
M6 Staff feedback is collected online and fed, with other inputs, into an end-of-season meeting. During course feedback is collected at meetings and adaptations incorporated where possible, for example changes to lunch content at LYL.
M7 Student and staff feedback is used effectively in the end of summer review meeting and it was clear that feedback from 2023 had resulted in changes in practice in 2024, for example, modifications to the student booking system and early contact with returning short contract summer staff.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	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, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met

M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	
M10 Policies and the staff handbook give comprehensive information on recruitment and the terms and conditions of employment. Off-site staffing evidenced the successful recruitment of an appropriately qualified and experienced team.	
M11 Induction procedures are comprehensive and include virtual and face-to-face training for off-site staff. Excellent use is made of job shadowing and staff commented positively on the time dedicated to training.	
M13 The school has a strong policy of CPD, which leads to a range of creative CPD activity for both academic and non-academic staff. Very good use is made of internal expertise in HO and off site.	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments	
M14 Customer service is supported by a comprehensive student management system. Students and group leaders commented very favourably on the helpfulness and friendliness of all staff.	
M15 Pre-course information is detailed and efficient. Students commented positively on course information especially information about the Future Leaders course for example.	
M16 Enrolment systems are very clear and good staffing levels ensure efficient processing. Refunds are sensitively handled when required.	
M20 The clearly expressed complaints policy is available in student and group leader handbooks and on the website and is introduced during induction. There are comprehensive records of complaints made and action taken.	

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Not met

Comments	
The principal means of publicity is the website. There is also a printed brochure for the summer schools with a detailed price list and summary of all terms and conditions. Some printed material can be downloaded from the website. A range of social media is also in use.	
M21 The photographs, testimonials and video tours are fully representative of the student experience.	
M22 Information is well written and accessible.	

M26 There were some inaccurate descriptions of the accommodation provided at LYL but this was promptly rectified when brought to the attention of HO and is therefore no longer a point to be addressed.
M28 Within the publicity selective reference is made to the Accreditation Scheme report which is not permitted under Scheme terms. These references were removed during the inspection so this is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P2 Both sites visited offer well-appointed facilities. The standards of decoration and cleanliness are very good.
P3 All classrooms are spacious, well equipped and comfortable, providing a very suitable environment for learning and study.
P6 Both sites benefit from spacious staffrooms and access to hot and cold drink making facilities.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 There is an excellent range of well-designed materials produced in-house to support the courses offered.
P8 Teachers have access to a full range of online and hard copy resources. Computer and printing facilities are very good.
P9 The standard of educational technology available at both centres is very high. Good training and technical support are provided.
P11 An end of summer review of teaching and learning resources takes place at the end of the season. Revised weekly plans and additional teaching resources, in response to feedback in 2023, were in use this summer.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. Centre academic management are mostly returners with relevant experience and support is further strengthened by permanent IH central trainer visits. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile. Course design and resources are wholly appropriate to the teacher profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T4 Teacher deployment is clearly linked to teachers' professional experience. Very good use is made of returning or more experienced staff with, for example, team teaching and shadowing opportunities.
 T5 The cover system is comprehensive and good record keeping ensures cover teachers are well informed.
 T6 Continuous enrolment is viewed as a positive and course design includes review lessons to ensure student learning needs are addressed appropriately.
 T7 Induction systems are very comprehensive including a buddy system as well as shadowing and team-teaching opportunities.
 T8 Extensive support is available from the academic management team and teachers commented very positively on the assistance they received.
 T9 Drop-in, informal observations take place soon after the course has started and are supplemented with more formal observations; the HO academic manager and additional teacher trainers from the International House training department conduct regular observations.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments

T11 The course design is clearly principled and informed by inputs from experienced materials developers at head office and teachers and academic managers in the field.
 T12 Lesson tasks are designed to help students use their language in the out-of-lesson activities and on the excursions. Emphasis is put on developing language skills to communicate with classmates and collaborate across nationalities.
 T13 The course review process is extremely well informed, thorough and detailed. Course design is reviewed annually in relation to comments from class teachers and feedback from academic managers. There was evidence that this process had led to changes in the design of the syllabus offered.
 T14 Written course outlines of a high quality are provided for all classes.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T17 Great emphasis is placed on reflective learning and students are encouraged to focus on their learning needs. Good learning support is available and teachers monitor the progress of students who have moved class to ensure they are in the appropriate level.

Classroom observation record

Number of teachers seen	32
Number of observations	29
Parts of programme(s) observed	All

Comments

All teachers on site at the time of the inspection were observed, a few of the OYL teachers were team teaching or only involved in monitoring students as they were shadowing a colleague.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers provided accurate written and spoken models and demonstrated a sound knowledge and awareness of the use of English and its linguistic systems. Explanations were generally relevant and concise.
T20 Lesson content reflected course objectives. Class and individual profiles teacher awareness of student needs.
T21 Learning outcomes were well expressed and consistently made clear to students. Staging was generally logical and there was a very good variety of activities.
T22 A wide range of effective teaching techniques was seen in all segments including elicitation, nomination and the signposting of target language. Instructions were clear and checked. Concept checking was carried out where appropriate.
T23 The classroom environment was extremely well managed including very effective use of technology and screens. Very good use was made of the classroom space, boards and teaching resources.
T24 Feedback including praise of good use of language and appropriate correction was in evidence in most segments.
T25 There was effective monitoring of activities and short tasks were used to evaluate learning.
T26 Teachers were extremely responsive to individual student needs and skilfully established a dynamic and professional learning atmosphere. Students were fully engaged and on task.

Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W1 There is a detailed and comprehensive major incident policy covering emergency procedures for excursions as well as on the premises. Well-chosen and clearly-presented extracts from this form part of induction, handbooks and briefings for staff and group leaders, and students are appropriately briefed on keeping safe and what to do in an emergency.

W2 All staff and group leaders are encouraged to be aware of students' potential welfare needs and how to direct them to the appropriate person. Students are introduced at induction to staff members dealing with specific aspects of pastoral care; this is reinforced by photographs prominently displayed near classrooms and in houses. Digital systems provide instant reporting of any welfare issues by all staff.

W3 Policies and information on abusive behaviour are widely available and appropriately presented for different audiences. Tolerance and respect are actively promoted; inclusivity is one of the organisation's stated values, and clearly part of its ethos.

W6 Appropriate healthcare information is available, and staff accompany students to local medical facilities where necessary. All staff receive first aid training as part of their induction.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W7 The accommodation seen during the inspection was of a high standard, in both centres, and particularly in OYL.

W8 All accommodation is well maintained and very clean throughout, with regular linen service and additional laundry facilities for students to use as required, with supervision from house staff or group leaders.

W11 Initial feedback is taken in class and includes accommodation. In addition, house meetings are held every evening so that any issues can be dealt with or passed on straight away. There is effective liaison between IHYL and the host institutions in both centres, to allow prompt attention to any problems identified.

W13 The food in both centres is of a high standard, with plenty of choice and variety and good provision for specific dietary requirements.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a

W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
No homestay accommodation is offered.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
<p>W19 All activities and excursions are part of the overall programme, with some options selected in advance and others signed up for daily. An overview of the programme is available weekly and information is prominently displayed as well as presented at house meetings.</p> <p>W20 The programme offers a wide range of interesting activities and excursions, entirely appropriate to students' ages and interests.</p> <p>W21 Programmes are well resourced and generally very well organised; however there were some instances where arrangements had not been effectively clarified to all concerned.</p> <p>W23 Activity staff, many of whom have previous experience, receive a comprehensive induction, are trained in first aid and are well briefed for activities and excursions. There are qualified coaches for specific activities on certain programmes.</p>	

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.	Met
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.	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.	Met
S7 There are suitable arrangements for the accommodation of students.	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

All students are under 18.

S1 The safeguarding policy is comprehensive and up to date and has clearly been framed using accumulated expertise and experience. It is linked to well-communicated practical guidance, including codes of conduct and incident-reporting documentation and procedures.

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: multicentre

Inspection history	Dates/details
First inspection	1983 (IH London)
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1953 (Cordoba), 1959 (London)
Ownership	Name of company: International House Trust Ltd Company number: 01239120
Other accreditation/inspection	ISI

Premises profile

Address of Head Office (HO)	16 Stukeley Street, London WC2B 5LQ
Name and location of centres offering ELT at the time of the inspection but not visited	Frensham: Frensham Heights Road, Rowledge, Farnham GU10 4EA
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	London (LYL)
2. Name of centre	Oxford (OYL)
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	N/a	N/a			
17 years and under	16	298			
Overall total	16	298			
U18 programmes: advertised minimum age(s)	12–17	12–17			
U18 programmes: advertised maximum age(s)	17	17			
Predominant Nationalities	Chinese, Brazilian, Argentinian, Japanese, Italian, Turkish.				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	3	33			
Total number of activity managers and staff	2	23			
Total number of management (non-academic) and administrative staff	2	5			
Total number of support staff	2	16			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	1	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	4			
Total	1	4			

Comments

The academic leadership in OYL consists of an on-site ADoS, a senior teacher, the Future Leaders Co-ordinator and a remote DoS. They have no scheduled teaching hours. The HO academic manager oversees and supports the OYL academic team and directly supports the LYL teachers and students. She and other International House teacher trainers complete formal observations at both centres.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification/profile	0	4			
TEFLI qualification (includes relevant QTS)	3	25			
ATEFL portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	0			
Total	3	29			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited										
Centres	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				7	296			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Centres	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Staying with own family	N/a	N/a				9	2			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
Overall totals										
	N/a	N/a				16	298			

Centres	1	2	3	4	5
Overall total adults + under 18s	16	298			

Items requiring early action

N/a

Points to be addressed

[This section will be sent to the provider for action planning but removed before the publication of the report]

Management

M4 There was evidence of some information not reaching the required audience in a timely manner. For example, information that was required across teams both at head office and at centre level.

Welfare and student services

W21 There were some instances where arrangements had not been effectively clarified to all concerned.

Action plan

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 4 March 2025. 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 to be assessed in the year following inspection and at any subsequent spot check or interim inspection.