



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

MONITORING VISIT

LANGUAGE STUDIES INTERNATIONAL LONDON HAMPSTEAD

Full Name of College **Language Studies International London Hampstead**

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School Director Mr Greg Wickline

Proprietor Mr David Immanuel

Age Range 13+

Total number of students 227

Numbers by age and type of study
Under 18: 90
18+: 137
EFL only: 227

Inspection date **25 July 2013**

PREFACE

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

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

ISI inspections are required to:

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

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

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

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

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

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1. CONTEXT

- 1.1 Language Studies International (LSI) London Hampstead is a private English language school, established in 1976, and situated in Hampstead, North West London. It is part of an international company founded in 1965 with headquarters in London. The school director reports to the general manager for UK schools, who in turn reports to the managing director based in Hampstead. The organisation's single aim and purpose is to ensure that students get the best possible language learning experience.
- 1.2 The company has four schools in the UK with others in France, Switzerland, Malta, Canada, the USA, Australia and New Zealand. It also has partnership arrangements with many language schools in other countries.
- 1.3 Most students follow general English courses from elementary to advanced levels. There are also programmes in business English, one-to-one tuition and preparation courses for a wide range of examinations. A young learners' programme for students aged between 13 and 17 operates from mid-June to August and from January to mid-February. During peak periods the school leases additional classrooms at Hampstead Town Hall or Swiss Cottage. The young learners' academic and social programmes are organised separately from those of adult students. The adult programme accepts students from the age of 16 upwards, and the average age of students is approximately 24.
- 1.4 At the time of the inspection there were 227 students enrolled, 90 of whom were under 18 years. There are similar numbers of male and female students. Students come from a very large number of countries, with the largest numbers coming from Turkey, Italy, Brazil, Japan, Israel, Argentina and Russia. English is an additional language (EAL) for all students.
- 1.5 On admission, students are assessed through written tests covering grammar and vocabulary, in addition to an interview to assess speaking and listening skills. Outcomes of assessment are used to place students on specific courses. Students wishing to follow examination and business English courses are required to have a minimum English language competence at level B1 of the Common European Framework of Reference (CEFR). All students are assessed on arrival in order to confirm their course placement. No students were assessed as having special educational needs and/or disabilities (SEND) at the time of the inspection.
- 1.6 The school was first inspected from 3 to 4 July 2012; it was awarded the grade of exceeds expectations. The main recommendations from the first inspection report are:
 - Make constructive use of resources, including multi-media, to enhance the students' learning experience.
 - Share good practice in relation to classroom management.
 - Ensure that the code of conduct is consistently applied in all classes.

- Ensure that errors in pronunciation and grammar are corrected in all lessons to promote student learning and progress.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** The previous inspection of 3 to 4 July 2012 was judged to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 Course provision, teaching and learners' achievements are good. The curriculum is well organised and meets students' needs. All teaching and learning are good or excellent, and students make suitable progress in developing their language skills. Lessons are well planned and students are highly motivated. Good progress has been made in sharing good practice relating to teaching and learning, encouraged by regular development sessions and peer observations. New strategies are being implemented very effectively to ensure that students use English rather than their first language in the school. Satisfactory progress has been made in using resources effectively to support learning. Additional information technology (IT) equipment to support teachers and students has been installed into all classrooms and access to computers is very good. However, use of the new equipment and online resources is limited. Satisfactory progress has been made in improving the correction of pronunciation and grammar. There have been teacher development sessions in error correction and the teaching of pronunciation skills, which is monitored in lesson observations. However, in a minority of lessons, errors are not corrected sufficiently.
- 2.3 Student welfare, including health and safety, is excellent. Policies and procedures to ensure health and safety are clear, comply with statutory requirements, and are effectively implemented. The school buildings are of a good quality and well maintained, and security arrangements are good. As a consequence, the school provides a safe and secure place for students and staff. Admission and attendance records are accurate. Attendance is closely monitored and attendance rates at lessons are high. Pastoral care is very good; arrangements for meeting students' academic and personal needs are good. Safeguarding arrangements are excellent and assure the safety of young students.
- 2.4 Governance, leadership and management are excellent. The managing director encourages collaboration between the four schools in the LSI group, which results in the sharing of good practice and development work on policies and procedures. The educational direction of the school is clear and understood by all staff. Management roles are clearly defined and communication between managers and staff is very good, supported by an effective structure of regular meetings. The school takes a systematic approach to staff appraisals, lesson observations and continuous professional development, but many observations do not result in specific development targets. There is a strong commitment to improving quality. Thorough self-evaluation results in the identification of priorities for improvement. Quality assurance is good, though student feedback and performance data are not systematically summarised and reported on.

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

- 3.1 The quality of curriculum, teaching and learners' achievements is good. All key Standards continue to be met.
- 3.2 The recommendations in this area from the last inspection report are:
- Make constructive use of resources, including multi-media, to enhance the students' learning experience.
 - Share good practice in relation to classroom management.
 - Ensure that the code of conduct is consistently applied in all classes.
 - Ensure that errors in pronunciation and grammar are corrected in all lessons to promote student learning and progress.
- 3.3 Satisfactory progress has been made in making constructive use of resources, including multi-media. Each classroom has been equipped with a computer and large monitor or an interactive whiteboard. A new learning centre provides students and staff with good access to sufficient numbers of computers and online learning materials. The materials used for young learners are attractive and relevant to the needs and objectives of young teenagers. However, there has been no specific training to develop teachers' skills in using the equipment, or in making more effective use of the range of resources. In the majority of lessons, the planning and use of IT and a wide range of resources to support learning are limited.
- 3.4 Good progress has been made in the sharing of good practice in classroom management. Monthly development sessions are used to respond to issues relating to teaching and learning identified through lesson observations or by teachers. Peer observations are organised annually for all teachers. These activities encourage the sharing of good practice, and teachers confirm that they help to improve their teaching skills. There has been no training specifically focused upon classroom management, but lessons are very well organised and do not result in classroom management issues.
- 3.5 Very good progress has been made in ensuring that the code of conduct is consistently applied in all classes. At induction, the need to speak English as much as possible is emphasised and students sign a contract in which they confirm their understanding of this and of the response that will be taken if they use their first language. As a result, the use of English rather than students' first language is consistently high.
- 3.6 Satisfactory progress has been made in ensuring that errors in pronunciation and grammar are corrected in lessons. Teacher development sessions on pronunciation and error correction have taken place since the previous inspection. The director of studies monitors and comments on how teachers deal with errors in lesson observations. However, error correction was insufficient in a minority of lessons

observed. In these lessons, teachers did not use the board to show visual symbols of speech sounds, or to indicate where the stress falls in new vocabulary.

- 3.7 Teaching and learning are good or excellent. A positive atmosphere and excellent relationships are evident in lessons, which result in highly motivated students. Lessons are well planned and effectively organised. Teachers use a good range of strategies to encourage students to be actively involved in learning, and students make good progress in their language development. Students state that teachers are well prepared, and that lessons are interesting, useful and relevant. Inspection findings support this view.
- 3.8 Initial assessment is thorough and helps to ensure that students are placed on appropriate courses which enable them to progress. Course provision is well organised and meets the needs of students.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All key Standards continue to be met.
- 4.2 The school buildings are of a good quality, well maintained and fit-for-purpose. Security is very good. Health and safety policies and procedures are comprehensive, clear and well managed. Staff and students are aware of emergency procedures. The school provides a safe and secure place to study and work.
- 4.3 Admission and attendance registers are accurate and attendance monitoring is excellent. The attendance policy is clear and implemented consistently. Students are made aware of the need for good attendance. Individual attendance figures are posted on notice boards; this highlights to students the importance of regular attendance. As a result, attendance rates are very high. Appropriate action is taken if the attendance percentage of a student falls below 80 per cent. Appropriate arrangements for reporting non-attendance of students on Tier 4 visas to the Home Office are in place.
- 4.4 Pastoral care is very good. Good levels of personal support are provided by teaching and support staff. In discussions with students, they were very positive about the support they receive from school staff. Students are aware that they can approach staff with academic or personal concerns, and have opportunities to raise issues or concerns. They feel that the school is very responsive in effectively supporting them with these concerns.
- 4.5 Management of safeguarding is thorough and complies with national guidance. The importance of safeguarding is well understood by staff and the policy and procedures are implemented effectively. Arrangements for the young learners' programmes, and for the accommodation of those who are under 18, are monitored closely in order to assure the safety of young students. The senior safeguarding officer undertakes regular training at an appropriate level, and each member of staff receives basic training. All staff, and families who host students under the age of 18, are checked for suitability through the Disclosure and Barring Service (DBS). Students are given good guidance on how to remain safe in London during induction and in school documentation.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All key Standards continue to be met.
- 5.2 Ownership and oversight are excellent. Responsibilities of senior managers are clear and understood. The school works collaboratively with the other three UK schools in the LSI group, which provides the opportunity to share good practice and development work on policies and procedures. Policies are clear, well explained to staff and regularly reviewed. The school's educational direction is well defined and understood by all staff.
- 5.3 Management within the school is very good. Communication between staff and managers is excellent. All staff meet regularly and meetings are used effectively to brief staff and to encourage their involvement in developments. Staff have opportunities to express their views on issues and the school is responsive to their comments.
- 5.4 There are well-developed systems for lesson observations and performance reviews. Staff appraisals and lesson observations are regularly undertaken, the outcomes of which are recorded, and appraisals result in some clear personal targets. However, lesson observations do not always provide staff with clear targets for improvement which can be used as a basis for future reviews. Staff development opportunities are good, with monthly development sessions for teachers and external training opportunities which reflect staff needs and the school's priorities.
- 5.5 Quality assurance is good. Systems for recording student feedback are well developed, using questionnaires, tutorial records and regular meetings of the student council. This is used by the school director in identifying priorities for improvement. Managers are aware of many of the school's key strengths and areas for improvement. Self-evaluation is thorough and realistic. There is a clear commitment to continuous improvement, and actions for improvement are identified and often acted upon immediately. However, evidence of student performance and feedback, and resulting action points, are not systematically summarised and reported on to other staff in the school or to the managing director.

6. ACTIONS AND RECOMMENDATIONS

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

Suggestions for further improvement

In order to improve the excellent quality provided, the language school is advised to:

- Continue to strengthen the regular use of resources to support learning.
- Integrate pronunciation more fully into classroom activities, including the correction of errors.
- Strengthen the monitoring of teaching and learning through more rigorous lesson observations leading to clear targets for improvement.
- Improve self-evaluation by reporting systematically on student performance and feedback data, and resulting actions for improvement.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with a group of teachers. The responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language school.

Inspectors

Mr Neil Haynes	Lead Inspector
Mr Tony Gill	Team Inspector