

Organisation name	International House Belfast
Inspection date	11–12 September 2019

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.

Summary statement

The British Council inspected and accredited International House Belfast in September 2019. 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 private language school offers courses in general and professional English for adults (18+) and young people (16+) and for closed groups of under 18s.

Strengths were noted in the areas of student administration, publicity, academic management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

International House (IH) Belfast is a member of the International House World Organisation and was opened in 2007. The school offers year-round courses to adults and closed groups. In July every year two residential courses for juniors are run; in 2019 these two centres were inspected in July. This report is for the year-round provision in the school in Belfast.

Since the last inspection a new business and academic manager has joined the management team; the role combines the responsibilities of the previous director of studies with the business development needs of the school. At the time of the inspection an assistant director of studies (ADoS) from the teacher-training department was covering the maternity leave of the school's ADoS.

The inspection took place over one day, a half day and a part day, with two inspectors. They talked to the director, the business and academic manager, the operations manager, the accommodation officer, the office manager, the admin officer, the social programme facilitator and the student welfare and wellbeing officer. Focus group meetings were held with students and with teachers. All teachers timetabled during the inspection were observed. One inspector visited three homestays and one residence.

Address of main site/head office

109–111 University Street, Belfast BT7 1HP

Description of sites visited

IH Belfast occupies two adjoining Victorian town houses in the university district of the city, a ten-minute walk from the city centre. There are many restaurants and cafes in the surrounding area. On the ground floor of the school there is a reception with workplaces, an office, a computer room and the staffroom; the business and academic manager's office is on the first floor. There are ten classrooms in total and a study room on the first floor. On the third floor there is a kitchen and adjoining room where students can relax and eat their lunch. At the rear of the building there is a patio with wooden seating.

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 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 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

IH Belfast runs year-round general English courses of 18.33 hours per week, intensive English courses (23.33 hours per week) with classes on two afternoons per week, intensive English plus courses (23.33 hours per week) with one-to-one on two afternoons per week and executive immersion courses of 27.5 hours of one-to-one per week. Preparation courses of 23.33 hours per week for externally validated general English examinations and for IELTS are also offered.

At the time of the inspection the following courses were running: six general English courses, two intensive English courses, one IELTS preparation class and four one-to-one classes. One student at beginner level was having one-to-one tuition to bring her to the level of the elementary class running.

Management profile

The management team is responsible for strategic decision making and marketing, as well as the day-to-day operations of the school, and comprises the director, the business and academic manager, and the operations manager.

Accommodation profile

IH Belfast offers homestay accommodation year round, usually located within 30 minutes of the school either by bus or on foot. All under 18s enrolled in the main centre are accommodated in homestays. The school also offers two residences for students aged over 18: Sandhurst apartments, a two-minute walk from the school, is leased solely for the use of IH students and available all year; and Queen's Elms university residence available in summer only, approximately 20 minutes' walk from the school, which is shared by other providers.

The Sandhurst residence comprises 20 apartments in total, over four floors with stair access. The apartments comprise one or two bedrooms, a kitchen/living room and bathroom. Students are responsible for their own cleaning but public areas are cleaned regularly.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. Communication is good and student administration efficient. Publicity is accurate. *Student administration* and *Publicity* are areas of strength.

Premises and resources

The provision meets the section standard. 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.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure 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 management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care and information are well met and the school takes their safety and security seriously. The leisure programme is varied, suitable for the needs of the students and well organised. Accommodation is entirely appropriate and generally well managed. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Provision for the safeguarding of students under the age of 18 within the organisation and on leisure activities is very good. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
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.	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.	Met
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.	Met

Comments

M4 Communication is good. As well as regular, minuted meetings, there is an open-door policy on the part of the management team and much informal communication since the team works very closely together. Feedback recorded from staff showed appreciation of the supportive and open working atmosphere in the school.

M5 The school takes student feedback very seriously. Feedback is collected regularly and efficiently and the staff respond very promptly. There was clear evidence of actions taken in response to feedback, including, for example, the setting up of a study room and organising an additional excursion on the social programme.

Staff management and development	Met
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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
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.	Met
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.	Met

Comments

M11 There are comprehensive induction procedures and a detailed induction checklist for all staff. New staff are able to observe or shadow an experienced member of staff before they start. Recently appointed staff commented positively about their induction.

M13 The provision for continuing professional development is good and includes financial support for upgrading teaching qualifications; one teacher is currently enrolled on a course. There are twice-monthly in-house workshops on practical aspects of teaching, as well as opportunities to attend external conferences in the UK and abroad, and to visit other IH schools to learn from colleagues. Few teachers have taken up these opportunities.

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.	Met
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.	Strength
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 very friendly, approachable and sufficient in number to deal with student and agent questions or enquiries. Students spoke very positively about the level of customer service provided in the school.

M16 Enrolment, cancellation and refund policies are very clear and handled extremely efficiently. The enrolment process is smooth and efficient, staff have regular contact with students in advance of their arrival and send information on all aspects of their booking. Systems are in place to ensure all necessary documentation is received by the school in advance of a student's arrival.

M19 The policy on student attendance and punctuality is clearly expressed and known by students and staff. Procedures for dealing with absence are very efficient: as soon as a student's absence is recorded on the electronic class register, a message is sent automatically to the administrative team to follow up.

M20 The exclusion policy is very clear and made readily available to students, agents and any group leaders. It is written in accessible language and displayed on all classroom walls, available on the website and in information sent to students in advance of their arrival.

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.	Met
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.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's publicity comprises a website which provides information on the year-round school and the two junior summer centres, and a mini-brochure for the school which can be downloaded. The website is the main medium of publicity. The school also has a presence on social media.

M22 The website is very attractively presented and easy to navigate. There is a clear description of the school and its services, with accurate, up-to-date images and video footage, as well as practical information about the leisure programme and living in Belfast.

M24 Course descriptions are accessible and informative and clearly differentiate the course objectives of each course type. Key information is presented in tabular form to facilitate comparison, and there is a link to the IH syllabus and needs analysis procedure.

M27 Information about the different types of accommodation, including costs and services, is set out very clearly with helpful images and video footage of the school's own homestays and students in the residences.

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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
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.	Met

Comments

All criteria in this area are fully met.

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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
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 Teachers have access to a good range of resources, including reference materials and up-to-date materials on teaching methodology. Materials produced by teachers are shared with colleagues online. Teachers have tablets for classroom use and access to computers and colour photocopying facilities in their staffroom.

P12 There was evidence of regular review of materials based on teacher feedback and steered by the academic manager. Sets of new materials, with a focus on the local environment, are being written in-house to upgrade the quality of classroom materials and support effective course planning. These materials were being piloted at the time of the inspection.

Teaching and learning

Academic staff profile	Met
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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T4 The academic manager and the ADoS are both TEFLQ and very experienced, including their very relevant experience of being trainers in the school's teacher-training department.

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.	Met
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.	Met
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

T7 Arrangements for covering for absent teachers are good. Current teachers with hours available on their timetables can be called on, as well as qualified and experienced teachers known to the school who live locally. The academic manager and ADoS provide further cover.

T9 Day-to-day guidance and support for teachers is good. Inexperienced teachers and/or those preparing to teach new levels and course types observe experienced teachers; a mentoring system is also in place. Practical aspects of teaching are discussed in the regular weekly teachers' meetings.

T10 Arrangements for observing teachers' performance are effective. The academic manager observes all teachers twice a year, and new teachers in their first week. There was evidence that aspects of teaching in need of development are followed up in workshop sessions; observation reports are discussed in teachers' appraisals.

Course design and implementation	Met
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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
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.	Strength

Comments

T11 There is a clear and systematic syllabus which covers the basic principles of course design for all courses run in the school. Guidance for teachers is good.

T13 Although there is a generic course overview in students' files, students do not receive written course outlines and intended learning outcomes for the specific course they are taking.

T15 Support for independent learning is good. Students receive a set of 'can do' statements from the school syllabus so they can monitor their own progress in end-of-week reviews. Guidance for teachers on ways to support independent learning is included in the syllabus. Vocabulary and grammar clinics offer one-to-one guidance. Students receive six months' access to the school's online learning platform with its wide range of study materials.

T16 There are many opportunities for students to develop their language skills outside the classroom, including a popular social programme and speaking clubs organised by the school. Students in the focus group spoke very positively of the time homestay hosts invested in talking to them regularly.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T21 Every student receives an attractive and professionally produced certificate, together with an academic report which comments on their achievement and outlines ideas for further study. Every academic report includes an individualised comment by the teacher.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	General English and one-to-one

Comments

None.

Teaching: classroom observation	Met
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.	Not met
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.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated sound knowledge of the language and were able to provide mostly clear explanations. Spoken and written models were appropriate but new vocabulary was not consistently written up with helpful information such as context, word stress or parts of speech.

T24 The content of lessons was linked to the syllabus. Although in one-to-one classes the learning needs of students were clearly being addressed, there was less evidence in group classes that class profiles had informed the content of the lesson. Some class profiles did not analyse students' learning needs in sufficient detail; lesson plans did not take sufficient account of the need for differentiation.

T25 Lesson plans were generally well staged and logical, with lesson content linked to course objectives and learning outcomes; few teachers referred to learning outcomes during the lesson, however.

T26 A good range of teaching techniques was seen, including nomination, elicitation, prompting, some checking of meaning, and effective use of mime and gesture. Some work on pronunciation was supported by choral drilling. Some teachers asked for definitions or explained meaning themselves, rather than eliciting, which led to excessive teacher talking time.

T27 The classroom environment was managed satisfactorily by all teachers. A range of resources was seen, including photocopies from published materials, teacher-prepared handouts and authentic materials. Some photocopies were not acknowledged nor well reproduced. Whiteboard work was sometimes well organised, but not consistently so.

T28 Feedback from teachers was always encouraging and activities were monitored well. Correction was mainly provided by the teacher, rather than students being actively involved. There were missed opportunities for correcting students' errors, particularly pronunciation.

T29 In the stronger lessons teachers planned short productive activities to check understanding of target language. In some lessons there was little checking of understanding as the lesson progressed.

T30 Student engagement was good overall, rapport between teachers and students was good, and there was a purposeful learning atmosphere in all classes. Students were clearly engaged, particularly when lessons moved at a good pace and when they were involved in collaborative tasks.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being satisfactory. Teachers demonstrated a satisfactory knowledge of the language and planned lessons quite well, although lesson content was not always clearly informed by class profiles. A good range of teaching techniques was seen. Teachers generally managed the classroom environment and resources well; they gave encouraging feedback but there were missed opportunities for correction. Rapport between teachers and students was good and there was a positive learning atmosphere in the classes.

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.	Met
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.	Met
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.	Met
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W3 The pastoral care provided for students is very good. The student welfare and wellbeing officer (SWWO) is a trained counsellor and has implemented a care plan for any students requiring pastoral support. Students and hosts commented very positively on the level of support that is available to them.

W6 Advance information on travelling to the UK is very good and can be found in a number of documents made available to independent students and partner agents. Personalised documentation at the time of booking is both detailed and written in accessible English.

W7 Information about life in the UK is thorough and available from a number of sources, including the website and student app. The information is practical and appropriate to the ages and needs of typical IH Belfast students.

W8 The school places a strong emphasis on health care: a large number of staff are first-aid trained, the SWWO is a fully trained counsellor able to deal with sensitive problems, and there are arrangements for accompanying students to off-site facilities whenever necessary.

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.	Met
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.	Strength

Comments

W9 The homestays visited were very welcoming and provided a warm environment for the students. Each homestay accommodated a single student and offered a maximum of two rooms for single use throughout the year. Sandhurst apartments provide spacious, comfortable independent accommodation in single or double apartments with kitchen/living room and bathroom facilities. Students commented positively on the quality of their accommodation during the focus group.

W12 Information provided to students in advance is very good and includes a pen portrait of the homestay hosts and links to local travel information.

W13 Initial feedback is collected and followed up promptly by the accommodation team. Feedback on hosts is stored in their electronic record comprising detailed comments, as well as a visual grading system for immediate accessibility. Problems are addressed in personal communication and staff are sensitive to both students' and hosts' feelings in such situations.

W15 On homestay visits hosts were aware of individual student's dietary requirements and personal preferences when preparing meals. Students commented positively on the quality of meals provided by their homestays in the student focus group.

Accommodation: homestay only	
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 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.	N/a
Comments	
The applicable criterion in this area is fully met.	

Leisure opportunities	Area of strength
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.	Met
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	
<p>W24 Careful thought is put into the planning of the leisure programme to ensure that students' ages and interests are reflected. There are daily activities throughout the week and at weekends which include a balance of cultural, sport and social activities. Care is taken to ensure that the cultural needs of students are accommodated, as well as those of any under 18s at the school.</p> <p>W25 The leisure programme is well managed and effectively resourced. The social programme facilitator (SPF) is responsible for the majority of activities and takes special care to ensure he is up to date with information on local events. Students commented on his comprehensive knowledge and the interesting programme that is offered to them.</p> <p>W26 There are detailed risk assessments for every activity and the SPF is proactive in updating these each time an activity is arranged. The SPF ensures all under 18s are clearly identified by their wristbands and takes extra precautions to ensure their safety.</p> <p>W27 The SPF is suitably trained and has previous experience in working on an activity programme. Where outside providers are used, only experienced professional staff are engaged.</p>	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength

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.	Strength
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

Courses are available throughout the year for students aged 16+ who join the "Adult courses 16+" programme. At the time of the inspection there were three students aged under 18 years.

S1 The safeguarding policy is well written and made available to all members of staff and students at various junctures. All fully trained staff are named and identified and there is a clear system in place to respond to allegations or concerns regarding safeguarding.

S2 The school takes safeguarding very seriously. All staff and homestay hosts take basic awareness training during induction and returning staff are re-trained in safeguarding policies and procedures. Staff are fully aware of their reporting responsibilities.

S5 Attendance in class and on leisure activities is monitored closely. Teachers record lateness or absence on a tablet which sends an immediate trigger to admin staff when an under 18 student is not in class. Under 18s wear yellow wristbands at all times for easy identification and the leisure manager ensures he has their mobile contact numbers on every activity.

S7 Accommodation arrangements for under 18s are good. All under 18s must stay with homestays or a member of their family and all homestays are suitably trained in Prevent procedures which are regularly updated by the school.

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	October 2007
Last full inspection	October 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	November 2016 and May 2018
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service teaching training courses
Other related accredited schools/centres/affiliates	Residential junior summer centres: SHARE Young Learners Programme Campbell Young Learners Programme
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2006
Ownership	Name of company: International House Barcelona Company number: B08890774

Other accreditation/inspection	N/a
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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	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	38	87
Full-time ELT (15+ hours per week) aged 16–17 years	3	13
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	41	100
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Spanish, French	Italian, Spanish, French
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–35	20–35
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Italian, Spanish, French	Italian, Spanish, French

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	9
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	N/a
Total	2
Comments	

The academic manager and the ADoS do not have teaching timetables.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0

Teachers without appropriate ELT/TESOL qualification	0
Total	8
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	10	1
Private home	0	0
Home tuition	0	0
Residential	16	0
Hotel/guesthouse	0	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	12	0
Overall totals adults/under 18s	38	3
Overall total adults + under 18s	41	