

Organisation name	International House Bristol
Inspection date	16–17 February 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited International House Bristol in February 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

The school was established in 1987 as The Language Project and in 2009 became an affiliate of the International House World Organisation (IHWO) when it changed its name to International House Bristol (IH Bristol).

The inspection took the equivalent of a day and a half over two days. Due to the global pandemic, the inspection was conducted remotely. At the time of this inspection fewer members of staff were being deployed in line with the reduced number of students. Hybrid lessons were being held with some students participating online.

Inspectors held meetings with the two directors, the principal/director of studies (DoS), the senior teacher, a teacher with academic management responsibilities, the receptionist/administrator/centre exams manager and two receptionist/administrators. Group interviews were held with teachers and students. One inspector had a live video tour of the premises and facilities, and the other inspector had a video tour of a homestay. All five English language teachers timetabled during the inspection were observed.

Address of main site/head office

27 Oakfield Road, Clifton, Bristol BS8 2AT

Description of site observed.

Before the pandemic, two sets of premises were in use throughout the year; however, because of lower student numbers only the building at 2 Queens Avenue, Clifton, Bristol BS8 1SE was in use at the time of this inspection. The opportunity was being taken to refurbish the premises at 27 Oakfield Road to accommodate the rise in student numbers expected later in the year.

The Queen's Avenue (QA) building is a four-storey period house, set back from the road, in Clifton – a residential area of Bristol. The ground floor houses a reception area, an equipped kitchen for staff and student use, a students' common room and two classrooms. On the first and second floors there are six further classrooms and an office. The teachers' room and a number of storage rooms are in the semi-basement. There are toilets on three floors; they include unisex toilets. There is a garden to the rear of the building accessed through the student common room.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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

Year round, the school offers general English courses for adults and young adults (16+) of 20 lessons (15 hours) or 30 lessons (22.5 hours) per week. There are options in the afternoon to take preparation courses leading to external general English examinations. Specialist courses, including those for overseas teachers and for healthcare professionals, are available at certain times of the year or on demand for groups. Vacation courses for young learners aged 12–17 are run in the winter (January), spring and summer. These comprise 15 hours of tuition and a programme of activities and excursions. Courses for closed groups of young learners are offered throughout the year. Not all the courses for young learners were run in 2020–2021 but they are expected to take place in 2022–2023.

Management profile

The senior management team consists of the two directors and the principal/DoS. One director is TEFLQ; the other takes responsibility for the premises and technology. On a day-to-day basis the principal/DoS is assisted by the senior teacher and a teacher with some academic managerial/administrative responsibilities. A long-serving

assistant director of studies (ADoS) has recently left the school. An additional senior teacher has been recruited and is due to start in April. The principal also takes overall responsibility for student services, welfare and safeguarding, assisted by administrators.

Accommodation profile

The provider currently offers half board and self-catered homestay accommodation for adult students and full board for under 18s on the junior courses. 16 and 17 year olds on adult courses also have half board.

There are 13 homestays on their current active list, but other homestays that were inactive due to the pandemic are being contacted and revisited and rechecked if willing to re-start hosting. Due to the pandemic, agreements with external residential accommodation providers were not renewed, but residential options for the summer are being finalised.

Summary of inspection findings

Management

The provision meets the section standard in all respects. The management of the provision operates to the benefit of the students and in accordance with the school's stated goals, values and publicity.

Premises and resources

The provision meets the section standard. The premises in use at the time of this inspection provide students and staff with a very comfortable and professional environment for work and relaxation. A good range of resources is available which meet the needs of staff and 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. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the courses offered. 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.

Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from very well-managed student services, including out-of-class activities, and suitable accommodation.

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 any leisure activities or accommodation provided.

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.	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.	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

There are clear objectives and plans for the immediate and long-term future of the school. The goals and values of the college are made known to all staff and students. Organisational plans are comprehensive and detailed, and the school has a clear management structure. There are very effective communication channels. Feedback is obtained from students through a number of channels and in a timely manner. There is evidence that feedback has been acted upon and a detailed self-evaluation document is in place and up to date.

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.	Met
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

Human resources policies and procedures, including recruitment procedures, are appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are dated and reviewed regularly. Induction procedures are effective; appraisals are regularly conducted and valued by staff. All staff are offered opportunities for continuous professional development in order to meet individual and organisational needs. Teachers reported that they had received good training and guidance in the use of technology to enable them to teach online and hybrid classes.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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.	Met
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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Student administration is very well managed. Student feedback includes comments about the helpfulness and friendliness of the staff. Enrolments are managed appropriately and efficiently, and refunds are handled with sensitivity. Records are accurate and complete. There are appropriate policies relating to attendance and punctuality; those relating to students aged under 18 are particularly rigorous. The conditions under which a student may be asked to leave the course are clear. The complaints procedure is appropriate and made known to students and staff. There is evidence that any concerns or complaints are promptly dealt with.

Publicity	Met
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.	Met
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.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises a website, a downloadable PDF brochure and a number of social media channels. The website is considered the main medium of publicity. A few small points were noted during the inspection and quickly attended to, so overall the provision is now very good. Publicity is accurate and gives rise to realistic expectations. Information is presented in clear, accurate and accessible English and information on courses is well presented and easy to find. Costs of tuition, additional materials and accommodation are clearly stated. The description of the level of care given to students under 18 is clear with detailed information about the degree of supervision for students of different ages. The description of accommodation is accurate and claims to accreditation meet Scheme requirements.

Premises and resources

Premises and facilities	Met
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

Premises are in a very good state of repair, decoration and cleanliness, with clear signage and attractive and informative display boards. Classrooms are bright and airy, with attractive and practical furniture. Students can prepare drinks and snacks in the kitchen, and they can socialise and eat their lunch in the common room and garden. Staff have sufficient space for work, meetings, relaxation and the storage of personal possessions.

Learning resources	Met
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.	Met
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.	Met
Comments	
Learning resources include well-chosen student coursebooks and a virtual learning environment known as GEL (Guided e-learning) that students can continue to access for three months after the end of their course. Teachers have a good range of books and digital resources. Technology of a high standard has been installed in all classrooms to enable online and hybrid teaching and learning. Staff and students receive effective guidance in how to use all physical and digital teaching and learning resources.	

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.	Met

Comments	
Managers and teachers are appropriately qualified; the academic managers are highly experienced, and some have been with the school a considerable number of years. One member of the academic team is not TEFLQ. A rationale was provided and accepted within the context of the inspection. She has completed two modules of a diploma leading to TEFLQ and has an additional qualification in teaching young learners.	

Academic management	Met
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.	Met
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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments	
Timetabling procedures and cover arrangements are effective. Teachers are matched according to preference, experience, developmental requirements, and the expected composition of the class. Experienced teachers are paired with less experienced teachers. Careful consideration has been given to the management of continuous enrolment. Excellent day-to-day support is provided by an experienced academic management team. There is a clear and effective programme of monitoring and development which includes pop-in and formal observations. The written feedback sampled was of a high standard and teachers reported that they valued the observations.	

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.	Met
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.	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.	Met

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.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

The course structure, for both adult and junior courses, is based on stated, appropriate principles and is described in detail in the teachers' handbooks; it is regularly reviewed in response to student and teacher feedback. For adults, weekly outlines are provided via GEL and on noticeboards at the start of the week and reviewed every Friday. Student handbooks have a section on how to make progress in English with study suggestions. GEL provides learners with access to self-study language exercises and activities, and teachers can refer to GEL to recommend extension/support work. The course design systematically includes aspects of British culture and local life.

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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

Procedures for the placement of students or change of class are transparent and efficiently managed. There are effective procedures for evaluating, monitoring and recording students' progress including regular progress tests (known as quizzes), tutorials and end of level tests. Students receive certificates/reports. Additional guidance is available from teachers in optional afternoon self-study sessions. Advice regarding examinations and access to mainstream UK education is provided by the academic management team and an outside advisory service.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English classes in the morning (some hybrid) and an examination preparation class in the afternoon.

Comments

Six teachers were scheduled to teach during the week of the inspection, but only five during the programmed inspection times. The five included the senior teacher and the teacher who is a member of the academic management team.

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.	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.	Met

Comments

T23 Teachers provided accurate models of spoken and written language. Illustration of grammatical structures and of lexis was generally done well and memorable examples were given. There was less evidence of knowledge of phonological systems: for example, of phonemes, stress and intonation patterns.

T24 Teachers provided detailed plans which drew on knowledge of the students, as described in student profiles. They demonstrated an awareness of individual strengths and weaknesses, and of anticipated problems. The lesson content was usually based on a coursebook and teachers often developed and personalised the topic to take into account the students' needs and their cultural backgrounds.

T25 Plans stated lesson objectives but they were usually worded as teaching aims rather than learning outcomes; however, the scheme of work for students in GEL includes learning objectives. In most lessons, the content was made known to students at the start of the lesson and links were made to previous lessons and homework tasks. Aims were achieved through a coherent sequence of activities. In plans, it was noted that the aims would be reviewed at the end of the lesson.

T26 A satisfactory range of appropriate techniques was confidently used, including effective instruction giving, eliciting, prompting and concept checking. However, opportunities were sometimes missed to focus on phonological features and to provide controlled oral practice of lexical items and expressions which had been elicited or introduced.

T27 Classroom environments, including seating and pairing, were thoughtfully managed. There was effective management of the technological resources to include students taking part online. Resources seen in use included coursebooks, teachers' own materials and the interactive whiteboard. All teachers used the technological resources confidently, some more creatively than others.

T28 Generally, a satisfactory range of correction techniques was observed. In better segments, self and peer correction was encouraged and there was a focus on feeding back on pronunciation, with appropriate follow-up practice.

T29 Lessons included activities and tasks to evaluate whether learning had taken place. The planned review slot enabled students to evaluate their own learning.

T30 Overall, teachers created a very positive learning atmosphere. They were relaxed and confident, projecting a clear sense of purpose, encouraging students and personalising content when appropriate. Students were attentive and engaged and clearly enjoying their lessons.

Classroom observation summary

The teaching ranged from very good to satisfactory against the criteria, with the majority being good or better. Teachers planned for learning outcomes based on the needs of their students and used a range of appropriate techniques to engage the students in purposeful learning tasks. Resources, including the technology to enable students to participate online, were handled well. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students	Met
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.	Met
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.	Met

W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
The school has appropriate measures in place to ensure the safety and security of students and there are comprehensive plans to respond to any emergency. Staff and students are made aware of these as appropriate. Students receive good pastoral care and know who to go to with any personal problems. Students and staff are aware of the policies promoting tolerance and respect and the procedures for dealing with abusive behaviour. Students are given a 24-hour emergency contact number and this, as well as essential information and advice about life in the UK and Bristol, is clearly presented in the student handbook.	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
Students in homestay accommodation have a comfortable living environment and hosts are fully aware of their responsibilities regarding services and meals. Accommodation is checked at least every two years by an experienced member of staff and records are well organised. There are well-established procedures for confirming the booking and for checking if the student has any problems with the accommodation, and if there are, these are resolved as quickly as possible.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All the criteria in the above area are met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
Students are given information and advice about living in their own accommodation. The school regularly checks and maintains contact with a letting agency that it recommends.	
Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students are kept well informed about things to do in Bristol, and current events are posted along with the monthly social programme on noticeboards. The social programme is well organised and very well attended, and students have input into the content. Risk assessments are thorough; experienced staff lead the activity or excursion and provide feedback after the event.

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.	Met
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

There were three students aged under 18 during the inspection. Students aged 16–17 are accepted on adult courses throughout the year, but numbers are generally not high. Junior vacation courses are run for students aged 12–17, and exceptionally for students aged 11, with general English in the mornings and activities in the afternoons as well as courses for closed groups of juniors throughout the year.

The safeguarding policy is comprehensive. Designated staff are appropriately trained and all staff and homestays complete basic level training. The parental consent form is very thorough and ensures parents are fully aware of the degree of supervision offered. Recruitment procedures are in line with safer recruitment good practice. Supervision arrangements are suitable for both during and outside scheduled lessons and activities. Contact arrangements with parents/guardians are suitable.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1997 as The Language Project
Last full inspection	June 2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated teacher training courses; modern foreign languages; exam centre.
Other related accredited schools/centres/affiliates	Accredited schools within the International House World Organisation.
Other related non-accredited schools/centres/affiliates	Non-accredited schools within the International House World Organisation IH Bristol is subcontracted to provide EFL teaching for summer courses at a non-accredited organisation.

Private sector

Date of foundation	Established 1987; incorporated 2003; joined International House World Organisation 2009; part-change of ownership 2009.
Ownership	Name of company: International House Bristol Ltd Company number: 4774771
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	27 Oakfield Road, Clifton, Bristol BS8 2AT (Registered HQ)

Student profile

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	27	51
Full-time ELT (15+ hours per week) aged 16–17 years	3	57
Full-time ELT (15+ hours per week) aged under 16	0	94
Part-time ELT aged 18 years and over	2	10
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	32	212
Junior programmes: advertised minimum age	N/a	12 (exceptionally 11)
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Spanish, Italian, Chinese, French, Argentinian, Saudi Arabian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–58	16–56
Adult programmes: typical length of stay	3 months	3 weeks

Adult programmes: predominant nationalities	Swiss, Saudi Arabian, French, Italian	French, Italian, German, Korean, Saudi Arabian, Spanish, Kuwaiti
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Staff profile	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	4	25
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	4	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	4
Comments	

The senior teacher and the teacher with academic management responsibilities were each scheduled to teach 21 hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
Comments	

Two of the teachers are included under the academic manager profile, above, not under this teacher qualifications profile.

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	7	1
Private home	0	0
Home tuition	0	0
Residential	0	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	5	2
Staying in privately rented rooms/flats	17	0

Overall totals adults/under 18s	29	3
Overall total adults + under 18s	32	