

Organisation name	International House Bristol
Inspection date	29–30 June 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited International House Bristol in June 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 English for adults (16+), for closed groups of adults (16+) and under 18s and vacation courses for under 18s.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, academic staff profile, academic management, course design, teaching, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	February 1997
Last full inspection	March 2012
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	Teacher training; part-time modern foreign language classes; examination centre
Other related accredited schools/centres/affiliates	International House World Organisation affiliate
Other related non-accredited schools/centres/affiliates	Sub-contracted to provide EFL teachers at Clifton College (through Experio) and Bromsgrove summer schools

Private sector

Date of foundation	Established 1987
Ownership	Limited company. Company no: 4774771
Other accreditation/inspection	N/a

Premises profile

Address of main site	27 Oakfield Road, Clifton, Bristol BS8 2AT
Details of any additional sites in use at the time of the inspection	2 Queens Avenue, Clifton, Bristol BS8 1SE
Details of any additional sites not in use at the time of the inspection	Clifton College, 32 College Road, Bristol BS8 3JH Bromsgrove School, Worcester Road, Bromsgrove B61 7DU
Profile of sites visited	The school is based in Oakfield Road (OR), a residential street in Clifton. The premises consist of a detached Victorian two-storey house with a basement and garden. The reception is at the entrance and there are nine classrooms including a computer room and a study room, a teachers' room, students' room and office space for management, administration and meetings. A second similar building in Queen's Avenue (QA) is nearer the city centre and about ten minutes' walk away. It provides a reception, a further nine classrooms, more management and administrative offices, students' and teachers' rooms and a garden accessed through the basement. Teacher training courses and junior courses are run at QA, as are some adult classes outside the summer period.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	32	52
Full-time ELT (15+ hours per week) aged 16–17 years	16	32
Full-time ELT (15+ hours per week) aged under 16	29	59
Part-time ELT aged 18 years and over	10	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	87	143
Minimum age	11	12
Typical age range	12–40	12–40
Typical length of stay	2–4 weeks	2–4 weeks
Predominant nationalities	Italian, Spanish, Kuwaiti, Saudi, Korean,	Italian, Spanish, Kuwaiti, Saudi, Korean, Argentinian
Number on PBS Tier 4 General student visas	0	0

Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	16	23

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	14
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	4	
Number teaching ELT 20 hours and over/week	5	
Total number of administrative/ancillary staff	17	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	9

These figures include the academic manager(s)

Comments
The ADoS was teaching during the week of the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
Year round, the school offers general English for adults (16+) of 20 lessons (15 hours) or 30 lessons (22.5 hours) per week. There are options in the afternoon to take an IELTS preparation course or courses leading to an external general English examination. Specialist courses, including overseas teacher development, are available at certain times of the year or on demand for groups. Young learner courses (12–17 year olds) are run in the summer (late June–August) and are held at the Queen's Avenue site. These comprise 15 hours of tuition and a programme of activities and excursions. The school provides the ELT component for independently managed residential courses for young learners at Clifton College in Bristol and at Bromsgrove School near Birmingham.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	13	38
Private home	0	0
Home tuition	0	0
Residential	7	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	11	7
Staying in privately rented rooms/flats	11	0
Overall totals adults/under 18s	42	45
Overall total adults + under 18s	87	

Introduction

The school was established by the director in 1987 as The Language Project and in 2007 an additional director was appointed who is also a co-owner and has a background in IT and business systems. In 2009 the school became an affiliate of the International House World Organisation (IHWO) and changed its name to International House Bristol (IH Bristol).

In addition to its ELT provision IH Bristol offers full-time initial teacher training courses, part-time courses leading to a diploma-level qualification and evening classes in modern foreign languages. The school is also an examination centre.

The inspection took two days and one evening. Meetings were held with one of the two directors, the principal and director of studies (principal), the assistant director of studies (ADoS), the head of teacher training responsible for junior summer courses, the sales and marketing officer, the office co-ordinators at OR and QA, the accommodation and welfare officer, and the social programme and buildings co-ordinator. Focus groups were held with teachers and students at OR and QA. All the teachers were observed in both premises, and one inspector visited three homestays and a student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There are clearly structured and detailed organograms for the administrative and academic teams, both overseen by the directors and the principal. These outline the responsibilities for each staff member and cover arrangements. The principal prepares detailed cover notes before his absences.

M3 Job descriptions are in place for all staff and these are clear, concise and dated. Though some specific areas of responsibility, for example safeguarding, Prevent and health and safety roles, are not included in individual job descriptions, appropriate documentation, which makes responsibilities in these areas clear, is in place and made available to all staff.

M4 Communication within the school is very effective. Senior management meets regularly. Meetings for the whole school are arranged on a monthly basis, as are separate ones for the administrative and academic teams. During the summer season there are no whole school meetings, but teachers' meetings are held weekly. Minutes are circulated to all members of staff, including those unable to attend, to ensure everyone is up to date with developments.

M6 Potential employees are provided with a list of documentation to present at interview. Staff files contained all the relevant documents with the exception of one TEFLI certificate, which was shown to inspectors during the inspection.

M7 Induction procedures are comprehensive and there are detailed checklists covering every stage of the process. The principal and other relevant staff members carry out inductions for individual new employees over an appropriate period to allow for information to be processed. Summer teaching staff receive an in-depth induction as a group before the start of courses.

M8 Appraisal procedures are robust; all staff complete a pre-appraisal form which allows for reflection on personal development goals, and for the staff member to comment on the school's management. The teachers reported positively on this part of the process. At the appraisal discussion goals are reviewed and targets set. Clear procedures are in place for handling unsatisfactory performance.

M9 Professional development to meet the individual needs of all staff is part of the school's ethos. There are wide-ranging opportunities to attend outside events and workshops including those run by the wider International House organisation. Teachers are part funded to undertake further training.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Students commented favourably on the assistance they receive from staff. There are good cover arrangements in place and sufficient staff and resources to handle the work efficiently.

M14 There is a very effective policy on student attendance. Teachers inform reception of any absences as soon as possible. These are all followed up immediately, irrespective of the student's age, and a detailed daily record is kept of all action taken, which can be accessed on both sites. Adult students are not allowed into class if they are more than ten minutes late, but this does not apply to under 18s.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The review procedures are very comprehensive. The end-of-summer round-up meeting, which involves all staff, serves as an opportunity to look at the school as a whole. In preparation, all key staff members write reports that are circulated to all staff prior to the meeting. At the meeting action plans are drawn up and two review dates are set for January and March, when progress is assessed and new targets are set as required. These are attended by all staff.

M18 The staff regularly check students are satisfied with the provision. Mechanisms for collecting feedback include initial chats on the first day, an end-of-first-week tutorial, whole-class tutorials, monthly individual tutorials, and end-of-course questionnaires. Junior students have whole-class tutorials every week. Action taken is recorded and end-of-course questionnaires are analysed in detail every three months.

M19 Feedback from staff is sought at the regular minuted meetings and during appraisal discussions. Staff felt their views were listened to and temporary teaching staff complete exit questionnaires.

M20 There is a clear students' complaints policy mentioned in the student handbooks and displayed on noticeboards. A complaints form is available. Both the policy and the form are written in accessible language.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity comprises a website, printed brochures and social media. A revised website is due to be launched shortly.

M21 The publicity is generally accessible to non-native speakers, but in some sections sentence lengths are not appropriate to the target reader.

M24 The minimum age on the website is 12 but there were two 11 year olds enrolled at the time of the inspection.

M25 All the information on costs is provided, but it is not always easy to find.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate effectively to the benefit of students and staff. Communications are very good and robust procedures are in place to ensure that all staff are well informed. The school is committed to the professional development of all its employees. Quality assurance policies and procedures work very effectively with clearly timetabled in-depth reviews of systems and procedures. Publicity is mainly clear and gives rise to realistic expectations. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises provide an appropriate environment for staff and students. In bad weather, space at QA for students to gather can be increased by opening up two classrooms on the first floor. Both sites have well maintained outside areas with tables and chairs.

R2 The condition of the premises on both sites is very good. They are welcoming, clean and well decorated with thought having been given to presentation and use of space. They provide a comfortable environment for staff and students.

R3 Classrooms and other learning areas are comfortably furnished, free from disruptive noise and have good natural light. The chairs provided in the classrooms are of an excellent design; they are fitted with casters for ease of movement, the large work surfaces can adapt to right and left-handed students, and there is storage space beneath.

R5 The signage in both buildings is clear. There are ample visually attractive noticeboards around the school, which are informative and up to date.

R6 There are good-sized teachers' rooms on both sites which are quiet and pleasantly furnished with sufficient workplaces for all. Computers are linked to the internet and printing facilities, and resources are easily accessible. Personal possessions can be stored and staff have access to facilities for the storage and heating of food.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Learning materials are appropriate to the length, level and type of courses run. Adult students receive a free coursebook outside the summer period, and all examination class students receive a free coursebook throughout the year. The school has invested in creating its own in-house junior material which consists of topic-based booklets at all levels with accompanying teacher notes.

R8 The resources are appropriately organised. Regular exchange of materials is encouraged. Teachers have access to an impressive range of up-to-date teacher development material used for teacher training, and to a good supply of online supplementary resources.

R9 Each building has three interactive white boards (IWBs) and a set of tablets with stored digital material is available at OR for classroom use. There are a good number of computers available in both the teachers' rooms and the study room with a range of online resources. There is a dedicated support person.

R10 The study room at OR offers a good selection of graded readers and an impressive range of online resources. Appropriate paper-based resources are available and are more popular with students preparing for examinations. The study room is open every day after class. When adult courses are run at QA a study room is set up there.

R11 Students are introduced to the study room at induction and they are referred to available materials during tutorials with their teachers. A study room tutor is timetabled for an hour each afternoon to be on hand to provide additional guidance and support.

R12 There is a regular slot at teacher meetings to review resources. Teachers are able to make recommendations

and are allocated time to write materials as required. Coursebooks are trialled and discussed before being adopted by the school. The ADoS has a monthly resources budget.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Both sites offer a well-maintained and comfortably furnished environment which supports and enhances the studies of the students, and provides a professional environment for staff. The resources are extensive and testify to the school's investment in this aspect of the provision. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One of the teachers did not have a level 6 qualification. He is currently waiting for the results of his diploma-level qualification. The rationale was accepted within the context of this inspection.

T2 The majority of the teaching team are well qualified and very experienced.

T4 The principal, ADoS and head of teacher training are TEFLQ and have extensive relevant full-time teaching experience and strong academic management experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are matched according to experience, developmental requirements and preference. Experienced teachers are paired with less experienced teachers as required.

T9 Very careful thought has been given to the management of continuous enrolment. The syllabus is designed as a 12-week programme and is used to plan lessons and avoid repetition. It can be adapted to meet individual student needs, which are identified on individual learning plans (ILPs) and during regular tutorials.

T10 There is excellent support in place with a very highly experienced academic management team. The teachers are consulted at teacher meetings on areas they would like to cover in professional development sessions, the information is collated by the academic management team, and a final programme is drawn up which also takes account of developmental needs identified in observations. The teachers commented very favourably on the support they receive, and opportunities to extend their experience.

T11 There is a clear and effective programme which includes pop-in observations and formal observations. Oral and written feedback is provided and the written feedback sampled was comprehensive and practical. More experienced teachers are able to request a focus to observations, and all the teaching staff felt that the process was valuable.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The course structure is described in detail in the teacher handbook. The 12-week comprehensive in-house syllabus is mapped to the CEFR and covers topics, language areas, skills, phonology and activities. The morning class teachers mark off in different colours what they have covered and use this information to plan subsequent lessons. Time is set aside on Friday afternoons for teachers to plan and co-ordinate the following week's programme. Junior courses are topic based and taught using the in-house junior course booklets.

T13 There is evidence of continual reviewing in response to student and teacher feedback.

T14 Weekly outlines are provided and these are adapted or added to in response to student requests. There is a detailed level chart appropriate to the class displayed in each classroom, with communicative, grammar and vocabulary objectives and language work.

T15 All student handbooks have a section on how to make rapid progress in English with clearly achievable suggestions. Students discuss their learning goals during tutorials and these are noted on their ILPs with suggested study and learning strategies. They are guided to a range of study materials in the study room.

T16 The school's commitment to a systematic integration of British culture and local life in the course structure is excellent. This is achieved through the social programme, cultural projects, a 'phrase of the day', a weekly cultural question, a collection of 'really useful expressions' for use in school and with homestay hosts, a list of '50 things to do in Bristol' and a noticeboard devoted to current newspaper stories.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Adults are sent the placement test online, which consists of multiple choice questions, a piece of writing and an online interview. Approximately 90% of students complete the test before arrival, though not all of these do the online interview. All junior students are tested on arrival.

T18 The focus on student progress is commendable. Through weekly tests, ILPs, discussions at monthly tutorials and level tests students are guided in setting achievable goals. There are effective and clear procedures for moving class.

T19 Clear information is available to students on the range of examination courses offered at the school, and staff are able to provide advice.

T21 Academic reports are available on request. All junior students receive a report.

Classroom observation record

Number of teachers seen	8
Number of observations	9
Parts of programme(s) observed	General English, IELTS preparation, part-time evening course.

Comments

One teacher was seen twice as she was teaching the part-time evening course.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 All the teachers demonstrated a sound knowledge of the linguistic systems. Accurate models of spoken and written English were produced. In written language these included phonemic script, stress marks and parts of speech. Models of pronunciation of individual words and connected speech were in evidence. Grammar and lexical explanations were clear and concise.

T24 All lesson plans provided student profiles that showed an awareness of individual strengths and needs. There was evidence in plans of sensitivity to learner pace, to potential L1 interference and to the needs of non-Roman script learners.

T25 The aims were always written on the board. A clear link between activities provided coherence to the lessons. There was evidence of making learning outcomes clear to individual students, which included asking 'why are we doing this activity?' and 'what can you do now that you couldn't do at the beginning of the lesson?'

T26 Teachers were confident in the use of a good range of techniques which included effective elicitation, purposeful monitoring, prompting, regular use of concept questions to check understanding, and drilling of pronunciation, both as a whole class and individually.

T27 There was very effective use of the whiteboard in all classes with divided sections for new language, purposeful use of colours and substitution tables. The classes were well organised according to activity type, including pairing and grouping students appropriately. The materials used were well presented with colour photocopies.

T28 Error correction was generally principled and handled appropriately, with teachers promoting peer and self-correction.

T29 In the segments there was some evidence of reviewing within the lesson and reference to previous lessons. Concept questions were used effectively.

T30 The learning atmosphere was very positive in all classes and students, both adult and junior, were fully engaged. Students were nominated, personalisation was in evidence, instructions were generally clear, there was a good pace in all lessons and teachers showed a good level of awareness of learners' individual needs.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard, ranging from good to excellent with the majority of segments observed being very good. Teachers demonstrated a sound knowledge of the linguistic systems and planning was thorough and took account of student needs. Classroom management was effective and a good range of teaching techniques were used confidently. Feedback and correction were principled and there was a very positive learning atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic staff are well qualified and provided with good support and opportunities for further development. Programmes of learning are clearly designed and managed to meet the needs of students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design and Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The safety and security of students on school premises is taken very seriously. Risk assessments are clear, thorough and regularly updated. Fire drills are conducted twice a year and equipment tested. All staff, students and visitors sign in and out on fire register lists. Evacuation procedures are explained and checked with all staff and students at their inductions and with visitors at reception. Seven members of staff have first aid training and there is an emergency procedure protocol.

W2 Good, clear, sensible advice is given to students in their handbooks and potential issues are raised with students, staff and homestay hosts. A prayer room is available at certain times of the day and there is a list of places of worship on the student notice board. One of the sites is accessible to wheelchairs and consideration has been given to those with other special needs, such as poor sight, hearing or dyslexia.

W3 There is a named member of staff at each site responsible for dealing with personal issues and students reported finding them very accessible. Photos of all staff are displayed on the website and on 'in/out' noticeboards in each reception area.

W4 Policies for dealing with abusive behaviour are clearly explained in staff, student and homestay handbooks as well as in inductions. Key staff have received face-to-face Prevent training in addition to the online training undertaken by all staff and homestay hosts.

W5 The emergency phone is rotated among all the staff on a twice-weekly basis.

W6 Useful information about airport transfers is available on the website. However, it is not easy to find the information about coach and rail transfers.

W7 Important aspects of living and studying in Bristol are explained on the website and in the comprehensive and accessible adult and junior handbooks. The information is checked through quizzes and is followed up at induction and in tutorials. The handbooks are updated twice a year but the section on costs needs reviewing.

W8 Students are encouraged to take out medical insurance before they travel and information on registering with a local GP or dentist is available at reception and in the handbooks. Individual assistance is given where necessary.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay or self-catering residential accommodation. The homestay hosts are located no further than a 30-minute bus ride or walk from the school, while the residence is a short walk from the school. The residence is arranged over three floors, with six single bedrooms, a bathroom, a shower room and a kitchen/sitting room with a washing machine on each floor. The school also has an arrangement with an independent letting company which can offer students a variety of short term rental options.

At the time of the inspection 13 of the 42 adult students registered were in homestay accommodation, while 38 of the 45 junior students were with homestays and seven were staying with family or friends of family.

One inspector visited three homestay providers and the school residence.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
<p>W9 Two of the three homestays visited provided accommodation of a very high standard. The third was satisfactory, although one of the two rooms offered was small. All three providers were friendly and welcoming and appeared not only to know their students, but to enjoy the experience of hosting foreign students. All three do the students' laundry on at least a twice weekly basis. The study bedrooms at the residence are simple but adequate and the kitchen/living areas, though small, are adequate for six students. All bills, including use of the washing machines, are included in the fee and there is a resident caretaker who has received safeguarding and first aid training. Feedback gathered by the school and by the inspectors in the student meetings revealed a very high level of satisfaction with the accommodation offered and the kindness of hosts. Returning students often ask to stay with their previous homestay family.</p> <p>W10 All safety-related documentation is requested at the initial visit.</p> <p>W11 Homestays used regularly are visited every two years. Those who are not, are re-visited before placing a student. Progress is being made to ensure that all host families have safeguarding and Prevent training and that all resident adults, not just the main householder, have DBS checks.</p> <p>W12 The accommodation registers contain all the relevant information but some of the information (e.g. re-inspection due dates) could be more easily accessible.</p> <p>W13 The school sends a personal introduction from the host family to the student, who is then asked to contact the host family directly to introduce themselves. In this way a personal connection is established before the student arrives.</p> <p>W14 Students are informed about who to contact at their initial induction meetings. There is also an end-of-first-week tutorial where specific questions about accommodation are asked. Any issues with accommodation are followed up quickly and sensitively and any action taken is documented.</p> <p>W15 The homestays visited were preparing good quality, fresh meals. All the students at the student meeting commented very favourably on the food in their homestays.</p>					

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 The host family handbook details the school's terms and conditions as well as a clear code of practice. The handbook is reviewed annually. Information provided to prospective hosts is thorough and covers all aspects of legal and school-based requirements.

W19 Some junior students had specifically asked to stay with friends of the same nationality. This had been agreed with their agents and parents before arrival and confirmed with the homestay provider.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W22 All common areas are cleaned on a daily basis by the resident caretaker.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments

W24 The student handbook contains information about renting private accommodation.

W25 A recent partnership with a local letting agency allows the school to offer single, ensuite or studio accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 The information available to students on what to do in and around Bristol is exemplary. Before arrival, students are sent a '50 things to see and do in Bristol' and this is followed up on arrival with quizzes and visits. Teachers take it in turns to compile their 'top 15 things to do in Bristol', creating a personal and varied list of suggestions.

W27 There is a very full, varied and imaginative social programme which both adult and junior students appreciated. Cultural, social and physical activities are included and teachers are involved in most activities. Suggestions from students are incorporated where possible and there is enough variety to ensure longer-stay students have sufficient options.

W28 Risk assessments and safety procedures are generally sound. However, consideration had not been given to the need to use staff trained in first aid at the informal sports afternoons.

W29 Interesting sporting activities are also offered, depending on availability and student interest. These include indoor rock climbing, trampolining, roller disco and surfing. All these activities are led by fully qualified professionals at the different venues.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met, the accommodation provided is of a good standard and the accommodation systems are managed efficiently. There is a wide and varied range of leisure opportunities for both adults and juniors. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school takes 16 and 17 year-olds on adult courses throughout the year. Junior summer courses are run for students aged 12–17, with general English in the mornings and activities in the afternoons as well as courses for closed groups of juniors throughout the year. These take place in a separate year-round site, QA. Students aged 16 or 17 are given the option of joining adult or junior courses.

During the time of the inspection there were three classes of junior students at the junior site and six 16 or 17 year-olds enrolled on adult courses at the adult site.

C1 There is an extremely thorough and robust safeguarding policy in place, made known to all staff and homestay providers, which is regularly checked and updated. All aspects of safeguarding and child safety are covered, including recognising areas of concern, responding to bullying, managing challenging behaviour and making a referral. There is a designated safeguarding person (DSP) and a designated safeguarding lead (DSL) responsible for both the IH Bristol sites.

C2 All staff have received basic safeguarding training while the DSP and DSL are trained to advanced level. Staff sign to confirm they have read the policy and this is checked through quizzes at whole staff meetings.

C3 There are clear policies for supervising under 18s and the IH Bristol agreement for parents, guardians and leaders is clear. However, the information on supervision of under 18s is not as easily accessible as it might be, especially for 16–17 year-olds enrolled on adult courses.

C5 The arrangements for supervising under 18s during lessons and on scheduled activities are generally good. Under 18s on adult courses are identified on the class registers and are monitored carefully through tutorials and separate meetings. Juniors at QA are appropriately supervised.

C6 School rules about relevant British laws are explained clearly in the student and homestay handbooks and in induction meetings. However, apart from curfew times, there is no sliding scale of rules according to students' ages. Students are allowed to leave the building in pairs but the inspectors observed some junior students returning to the school alone and this was not challenged.

C7 All students under 18 are placed in carefully selected homestay accommodation. Hosts have DBS checks and are asked to do online child protection and Prevent training as well as to ensure they do not take under and over 18s at the same time. Rules and guidelines for hosting under 18s are clearly explained in the host families handbook.

Care of under 18s summary

The provision meets the section standard. Provision for the safeguarding of students under the age of 18 within the organisation is good, leisure activities are varied and appropriate and the accommodation provided is of a good standard. *Care of under 18s* is an area of strength.
