

Organisation name	International House London Young Learner Centres
Inspection date	23–26 July 2019

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited International House London Young Learner Centres in July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language school offers vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, course design, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

International House London (IH) is part of the International World Organisation which has over 150 schools in more than 50 countries. In 2011 the school applied for an extension to its accreditation for a new summer centre for young learners in Oxford, and this was agreed; a spot check was carried out in summer 2011. In 2014 a second centre for young learners was opened in Ellesmere and was included in the accreditation of IH London pending the full inspection for separate multicentre accreditation in 2015. IH London Young Learners (IHLYL) has continued to run vacation courses for under 18s since then. Four centres were running at the time of the inspection; two of these had opened in 2019. A majority of students are accompanied by group leaders and over 90 per cent of the bookings are through language travel agents.

The inspection took place over two full and two half days with two inspectors and included whole-day visits to the IHLYL centres in Ellesmere, Shropshire and Newbattle near Edinburgh, and two half days at the summer schools' head office (HO) in London between the centre visits. The visit to Ellesmere was not communicated to the centre before arrival.

At the two summer centres, meetings were held with the centre managers, the directors of studies (DoS), assistant directors of studies (ADoS), welfare managers, activity managers and representatives of the host schools. Focus group meetings were held with students, teachers, activity leaders (AL) and group leaders (GL).

At HO, meetings were held with the chief executive officer (CEO), the director of education, the head of young learners, the DoS, the HR manager, the director of sales and marketing, the head of marketing and the head of customer service.

All but one of the teachers were observed at the two centres and all on-site residential accommodation was inspected.

Address of main site/head office

16 Stukeley Street, London WC2B 5LQ

Description of sites visited

Ellesmere College (Ellesmere, Shropshire SY12 9AB) is a co-educational boarding school for students aged 7–18. It is situated on a campus in the countryside just outside Ellesmere in Shropshire. The school is 135 years old but has many modern facilities, including new accommodation buildings. There are also playing fields, a swimming pool, a nine-hole golf course and a variety of other sports facilities. The summer school's offices are situated in the main building at the centre of the campus and classrooms are located in teaching blocks nearby.

Newbattle Abbey College (Newbattle Road, Dalkeith, Midlothian EH22 3LL) is Scotland's national adult education college. Originally a Cistercian monastery founded in 1140, it became a stately home before being gifted to the Scottish nation and becoming an educational institution. The college is some eight miles south of Edinburgh and set in a campus with ornamental gardens and lawns. It has boarding arrangements for about 120 students. The summer school has offices and classrooms in the college's central building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers six programmes for students aged under 18.

Explore English is a new programme offered at Newbattle for 8–17 year-olds with 15 hours of general English lessons in the morning, excursions in the afternoons and activities in the evening.

The *Discover English* programme is for 8–11 year-olds; there are 15 hours of lessons, one full-day and one half-day excursion per week, afternoon activities including sports, and there are activities every evening after dinner.

The *English Plus* programme is available for 12–17 year-olds; there are 21 hours of lessons, one full-day and one half-day excursion per week, afternoon activities (one hour on four days per week) and activities every evening after dinner.

The *Active English* programme is a similar programme to that of the English Plus course but in the afternoons students receive professional coaching in a range of sports, art and design or drama.

Animal Care is a new course offered at Moulton for students aged 12–17 who love animals. It includes 15 hours of morning lessons with animal care and excursions in the afternoon and activities in the evening.

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

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

All meals and accommodation in school residences are provided.

At the time of the inspection 13 classes were running in Ellesmere and five classes in Newbattle.

Management profile

The head office team consists of the director of education, the head of young learners, two operations managers, a roving DoS and a student administration team. Each centre has a centre manager, a DoS, a welfare manager and an activity manager with, in larger centres such as Ellesmere, assistant managers in each department.

Accommodation profile

All students at Ellesmere and Newbattle are accommodated in residences which are part of or adjoin the main teaching and administration buildings. At Ellesmere there are approximately 250 beds, with a mix of singles, twins, triples and quads. Bathrooms are shared. There are separate areas for males and females and for younger and older students, with a student common room in each area. At Newbattle there are approximately 120 beds, with a mix of singles, twins, triples and one quad. Older students are allocated to the single rooms. Males and females are allocated to different areas but these are not completely separate. Bathrooms are mostly shared, with a few ensuite rooms.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Excellent documentation and procedures are in place to disseminate the school's values. Communication within the summer schools and across the wider organisation is good; human resources procedures are very well managed and staff feel supported. Student administration is carried out very effectively. There were some problems with publicity but these were remedied during the inspection. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. There is a good range of well-targeted learning resources available to benefit the students. Teachers and students receive good advice on how to make full use of the resources available to them. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff teams generally have a professional profile that meets the needs of the students. Effective academic management ensures a well-organised teaching programme and teachers receive good support and guidance to ensure that they support the students effectively in their learning. Courses are structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' needs for security, pastoral care, and information are all well met. Residential accommodation is overall of a reasonable standard. The activity programmes at both centres are well designed and very effectively organised. The use of professional coaches at Ellesmere is particularly impressive. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation, the leisure activities and accommodation provided. Policy documents are comprehensive. Staff at head office and in the centres receive good levels of training to ensure the well-being and safety of children in their care. Recruitment procedures and the carrying out of suitability checks are exemplary. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M4 There is a wide range of meetings both within centres and between centre and HO staff. Social media are also used very effectively to ensure all staff are kept up to date.

M5 Initial and end-of-course feedback was seen to be acted on very promptly. Summative feedback is included in the review process.

M6 Staff feedback is collected online and fed, with other inputs, into an end-of-season washup meeting. It was very clear that feedback collected in 2018 had been acted on in time for the 2019 courses.

M7 Student and staff feedback, centre manager final reports and HO staff evaluations are fed into the full-day washup meeting attended by senior staff, including the CEO. This meeting produces a full review, submitted to the board, together with an action plan.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength

M12 There are effective procedures for monitoring and appraising all staff, 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.	Strength

Comments

M10 Policies and the company handbook give comprehensive information on recruitment and the terms and conditions of employment. Recruitment procedures are well thought through with interviews that contain techniques and scenarios that help to more fully reveal an applicant's abilities.

M11 Induction procedures are good. The senior management team induction, with HO and centre managers, takes place before the centre inductions so that information can usefully be cascaded to centre staff. Each lasts two days with a third added for first aid training. Induction procedures were considered to be very effective by those who had participated in them.

M13 The school has a strong policy of continuing professional development (CPD), which leads to a range of creative CPD activity for both academic and non-academic staff.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Students and group leaders commented very favourably on the helpfulness and friendliness of all staff, who also reported they felt very well supported in their work.

M19 Students must attend all lessons and scheduled activities, and this is checked systematically by senior members of staff.

M20 Detailed information is included in staff and student handbooks. At induction students are made aware of the school rules, the student code of conduct and the different sanctions that apply. Posters and displays reinforce these rules.

M21 The clearly expressed complaints policy is available in student and group leader handbooks and on the website and is introduced during induction. There are comprehensive records of complaints made and action taken.

Publicity	Met
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.	Not 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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met

M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
<p>The principal means of publicity is the website. There is also a printed brochure for the summer schools with a detailed price list and summary of all terms and conditions. Some printed material can be downloaded from the website.</p> <p>M22 There are several inaccuracies in the publicity related to the type of institutions used as centres and to their location relative to towns of interest. The minimum age was given as eight when seven year-olds had been admitted. These errors were rectified during the inspection and this is no longer a point to be addressed.</p> <p>M26 The information given is very full and accurate.</p> <p>M28 All DoSs are described as 'fully qualified' and all staff as 'qualified and experienced'. In neither case is this wholly true. These generalisations were removed during the course of the inspection and this is no longer a point to be addressed.</p> <p>M29 Reference is made in the publicity to the provider being the number one school in central London according to the British Council. This refers to the adult school, not to the country-wide young learner provision which is accredited separately. This assertion was removed during the inspection and this is no longer a point to be addressed.</p>	

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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.	Strength
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

P1 Both sites visited are very attractive locations for students and staff, full of character and interest. They are very well equipped and maintained, and provide a comfortable environment for summer schools.

P2 Classrooms are all spacious and comfortable, providing a very suitable environment for learning and study.

P3 Large, traditional dining areas are attractively designed and provide a highly appropriate location for staff and students to take their meals. There are many facilities for student relaxation and recreation on both campuses, including common rooms in some of the boarding houses.

P5 Both signage and display facilities are excellent.

Learning resources	Area of Strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 There is a very good range of well-designed materials produced in-house to support a task and project-based approach.

P8 Teachers are provided with more than adequate resources, most of them online, to support the course design being used.

P9 Met, but the IT support was not available in week one at Newbattle.

P12 As noted above (M7), reviews of teaching and learning resources take place at the end of the season. This has involved a review of the main syllabus. One result of this process has been the recent introduction of a weekly cycle with more task-based activities and independent student project work and the development of related 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

T4 Although the DoS at Ellesmere is only TEFLI and the ADoS is also TEFLI and does not have a Level 6 qualification, they have considerable academic management experience of summer schools and they are supported appropriately by a TEFLQ roaming academic manager. The rationale for their employment was accepted within the context of this inspection.

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

Comments

T9 Teachers commented very favourably on the day-to-day guidance available in planning and delivering the course. Weekly in-service training sessions provide further ideas and are frequently linked to points identified in lesson observations.

T10 Observations are regular and effective. Drop-in, informal observations take place soon after the course has started and are supplemented with more formal observations; the latter are carried out by the roaming DoS if the other members of the centre academic team are TEFLI. Feedback is detailed and welcomed by the teachers observed. All teachers are observed at least twice during their contract.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The course design is clearly principled and informed by inputs from experienced materials developers at head office and teachers and academic managers in the field.

T12 The course review process is extremely well informed, thorough and detailed. Course design is reviewed annually in relation to comments from class teachers and feedback from academic managers. There was evidence that this process had led to changes in the design of the syllabus offered.

T15 The task-based approach, leading to a team project, equips students with useful transferable life skills, as well as developing their language.

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.	N/a

Comments

All the applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	All those available at the centres visited.

Comments

Nineteen teachers were teaching in the two centres during the inspection. One could not be observed because of time constraints.

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.	Strength
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.	Strength
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 showed a satisfactory knowledge of the linguistic systems of English and skill in demonstrating this to students. They provided accurate and appropriate models of both spoken and written English, although some non-standard usage and unnatural pronunciation was noted.

T24 The content of the lessons was appropriate for the overall course objectives and the age of the students. Teachers knew their students well and were able to adapt content and techniques used to them.

T25 Lessons were planned and learning outcomes were clearly stated in plans and materials and were usually made known to students. There was a logical progression through the segments observed and teachers signposted the different phases of the lesson and course overall.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation, and the most successful teaching used techniques to encourage student interaction. A range of exercises, games, competitions and small group activities promoted a lively atmosphere.

T27 A range of resources was used to facilitate learning. Good use of interactive whiteboards (Newbattle) and data projectors (Ellesmere) was made and classes were rearranged to suit activities, especially video recording and project presentations. Students' own phones were sometimes used to record audio and video segments.

T28 Monitoring was generally effective; some effective correction of errors was noted; and teachers regularly praised students' successful contributions. However, in general there was insufficient feedback on inaccuracies.

T29 The project work at the end of each week effectively demonstrated whether learning had taken place.

T30 Teachers mainly had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. However, some classes were less dynamic, and a few teachers could have talked less and involved students more.

Classroom observation summary

The teaching observed met the requirements of the Scheme, and ranged from good to satisfactory, with the majority of segments observed being satisfactory. Teachers displayed an appropriate knowledge of English and generally presented acceptable models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient correction of mistakes to help students and to promote learning. Teachers generally had an appropriate presence in the classroom and managed their classes in a satisfactory way.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
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.	Strength

Comments

W1 Very thorough security procedures are in place at both centres, based on comprehensive head office guidelines. Each centre has produced its own premises risk assessments. Weekly fire drills are carried out at both centres; fire marshals have had appropriate training.

W3 There is a genuine commitment to student welfare across the organisation, including a detailed welfare manual, welfare managers at each centre and an explicit student welfare role for house supervisors. Many students are accompanied by group leaders who provide additional support for their own students. Head office staff are available to support local staff to deal with any serious welfare issues.

W4 There are clear and effective policies to promote tolerance and respect, written in accessible English and made known to students at induction, in the student handbook and on notices in all residences. Records of incidents are

maintained, including a note of any action taken. There was evidence that issues relating to tolerance and respect are raised with students at house meetings.

W8 Health care provision is of a high standard. All young learner students are included in the school's international student insurance policy; details of cover, including entitlement to medical treatment, are available on the website. Sick students are accompanied to a local pharmacy, surgery or hospital. At Ellesmere 22 members of staff have had first aid training and at Newbattle ten members of staff have had first aid training.

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.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 The standard of accommodation at Ellesmere is good. Rooms are well furnished and comfortable. Students are not provided with room keys. However, there are lockable cupboards in each room, with padlocks provided by the school. Bathrooms are of a reasonable standard. At Newbattle the standard of the rooms is adequate. Some public areas and flooring are in poor condition. All rooms are lockable. Bathrooms are of a reasonable standard; some have recently been refurbished.

W13 Any problems with accommodation are promptly dealt with and resolved. Students comment on accommodation through initial feedback questionnaires. Group leaders are able to raise any issues and there are daily meetings between the welfare managers and house supervisors. There are good relations between the school and the host organisations; maintenance problems are efficiently handled at both centres.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met

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

Comments

W24 At both centres there is a full and well-organised programme of activities and excursions, led by enthusiastic activity managers and leaders. At Ellesmere there are excellent sports and drama facilities. The Active English programme for older students has a wide range of options, led by professional coaches. Younger students follow the Discover English programme, with group sports activities and games in the afternoons. Evening activities and excursions are organised for the whole school.

At Newbattle there are no onsite sports facilities apart from a sports field. All students follow the Explore English course which includes half-day excursions on every teaching day, plus one full day excursion per week. There is a strong focus on local culture and history. Neatly produced worksheets are provided for students to complete during excursions. Whole-school evening activities are also organised.

W26 Excellent risk assessments are in place at both centres, written by members of the activity team who have had specific training in this area. Risk assessments are regularly updated to reflect any additional risks identified during activities.

W27 Leaders on the Activity English options have substantial experience in their specialist field and, where appropriate, professional qualifications. The school's activity staff have a full induction and are effectively led by the activity managers.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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

S1 A comprehensive safeguarding policy is in place. The International House London designated safeguarding lead (DSL) has overall responsibility for the safeguarding of all students enrolled at the school, while the young learners DSL has specific responsibility for safeguarding issues at all young learner centres. Centre managers are the safeguarding leads at each centre. The policy includes guidelines on handling safeguarding issues in Scotland.

S2 Staff training is very well managed. Eight members of staff at the London head office and also the Newbattle centre manager have specialist safeguarding training qualifications. The young learners DSL delivers safeguarding training at advanced level to all members of the senior management teams at the centres. All staff have completed online basic safeguarding training; certificates are on file.

S4 Suitability checks are carried out meticulously by the human resources department at head office. All staff have DBS checks and at least two references. Procedures for checking employees based in Scotland, for leaders and staff resident abroad and for returning staff are all appropriately handled. Prohibited list checks are carried out when required.

S5 Students are closely supervised at both centres. The school has a high ratio of staff to students. Even higher ratios are in place for activities with younger students. Welfare staff, house supervisors and activity staff are all well aware of their supervisory duties. At Ellesmere younger students (aged 8 to 11 years) have a separate leisure programme. At Newbattle they are separately supervised during activities.

S6 Students have very little unsupervised time. During breaks they are either supervised by staff in a central area or return to rooms in the residences where house supervisors monitor them. Registers are called daily at house meetings, assemblies and before activity sessions. Students are not permitted to leave the premises unsupervised.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	1983 (IH London)
Last full inspection	2015
Subsequent spot check (if applicable)	2016
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	International House London; other IH schools in the UK
Other related non-accredited schools/centres/affiliates	160 schools of the IH World Organisation (IHWO) in over 50 countries

Private sector

Date of foundation	1953 (Cordoba), 1959 (London)
Ownership	Name of company: International House Trust Ltd Company number: 1239120
Other accreditation/inspection	ISI

Premises profile

Address of Head Office (HO)	IH London, 16 Stukeley Street, Covent Garden, London WC2B 5LQ
Name and location of centres offering ELT at the time of the inspection but not visited	Oxford / Moulton – not visited
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres

Collated totals in peak week:
July (all centres)

ELT/ESOL students (eligible courses)	
18 years and over	0
17 years and under	687
Overall total of ELT/ESOL students shown above	687
Predominant nationalities	Italian, Chinese, Russian, Spanish, Brazilian

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	64
Total number activity managers and staff	41
Total number of management (non-academic) and administrative staff	26
Total number of support staff (e.g. houseparents, matrons, catering)	29

2. DATA ON CENTRES VISITED

1. Name of centre	International House London Young Learner Centre – Ellesmere
2. Name of centre	International House London Young Learner Centre – Newbattle, Edinburgh
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited						
	1	2	3	4	5	1	2	3	4	5		
Centres												
ELT/ESOL students	At inspection					In peak week						
18 years and over	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a		
17 years and under	169	48	N/a	N/a	N/a	143	74	N/a	N/a	N/a		
Overall total	169	48	N/a	N/a	N/a	143	74	N/a	N/a	N/a		
U18 programmes: advertised minimum age(s)	Active 12-17	Discover 8-11	Explore 8-17	N/a	N/a	N/a	Active 12-17	Discover 8-11	Explore 8-17	N/a	N/a	N/a
U18 programmes: advertised maximum age(s)	17	17	N/a	N/a	N/a	17	17	N/a	N/a	N/a		
Predominant nationalities	Italian, Chinese, Russian, Spanish, Brazilian					Italian, Chinese, Russian, Spanish, Brazilian						

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	16	6	N/a	N/a	N/a	17	7	N/a	N/a	N/a
Total number of activity managers and staff	11	3	N/a	N/a	N/a	11	2	N/a	N/a	N/a
Total number of management (non-academic) and administrative staff	6	3	N/a	N/a	N/a	6	3	N/a	N/a	N/a
Total number of support staff	10	2	N/a	N/a	N/a	10	2	N/a	N/a	N/a

Academic manager qualifications profile at centres visited

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

Total	2	1	N/a	N/a	N/a
Comments					
The TEFLQ IH London DoS and YL specialist is seconded as required to IHL YL to assist in various aspects of academic management.					
The 'roaming' DoS is TEFLQ and based in Oxford during the inspection.					

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0	N/a	N/a	N/a
TEFLI qualification	14	5	N/a	N/a	N/a
Holding specialist qualifications only (specify)	0	0	N/a	N/a	N/a
YL initiated	0	0	N/a	N/a	N/a
Qualified teacher status only (QTS)	0	0	N/a	N/a	N/a
Teachers without appropriate ELT/TESOL qualifications.	0	0	N/a	N/a	N/a
Total	14	5	N/a	N/a	N/a
Comments					

None.

Accommodation profile

Numbers in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Private home	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Home tuition	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Residential	N/a	N/a	N/a	N/a	N/a	169	48	N/a	N/a	N/a
Hotel/guesthouse	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
	Adults					Under 18s				
Overall totals	N/a	N/a	N/a	N/a	N/a	169	48	N/a	N/a	N/a

Centres	1	2	3	4	5
Overall total adults + under 18s	169	48	N/a	N/a	N/a