# Inspection report

| Organisation name | Language Studies International, Cambridge |
|---|---|
| Inspection date | 7–8 November 2017 and 11 July 2018 |

| 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 *Declaration of legal and regulatory compliance*. | ☒ | ☐ |
| **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. | ☒ | ☐ |
| **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. | ☒ | ☐ |
| **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. | ☒ | ☐ |

| 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. | ☐ | ☒ | ☐ |

**Recommendation**

We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited LSI Cambridge in November 2017 and July 2018. 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 and professional English for adults (16+) and closed group and vacation courses for under 18s.

Strengths were noted in the areas of student administration, quality assurance, learner management, and care of students.

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

**Organisation profile**

| Inspection history | Dates/details |
|---|---|
| First inspection | 1994 |
| Last full inspection | 2013 |
| Subsequent spot check (if applicable) | 2015 |
| Subsequent supplementary check (if applicable) | 2018 |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | None |
| Other related accredited schools/centres/affiliates | LSI UK schools in Brighton, Hampstead, and London Central |
| Other related non-accredited schools/centres/affiliates | LSI centres in Australia, Canada, France, New Zealand, Switzerland and the USA. |

**Private sector**

| | |
|---|---|
| Date of foundation | 1965 |
| Ownership | Name of company: LSI Education<br>Company number: 846983 |
| Other accreditation/inspection | ISI |

**Premises profile**

| | |
|---|---|
| Address of main site | 41 Tenison Road, Cambridge CB1 2DG |
| Details of any additional sites in use at the time of the inspection | N/a |
| Details of any additional sites not in use at the time of the inspection | King's Church, 49–53 Tenison Road, Cambridge CB1 2DG<br>St Barnabas Church, Mill Road, Cambridge CB1 2BD |
| Profile of sites visited | The school is located in a converted Victorian town house in a largely residential area of Cambridge, close to shops, cafés and restaurants. There is easy access to the railway station and to the city centre. The ground floor contains a reception area, an office and two classrooms. At the back of the building is a small coffee room with drinks facilities, a room normally used as a student social area, occasionally used as a classroom, and behind this is the students' room conservatory. There is a basement with one classroom and the teachers' room. The first floor has three classrooms (plus one for small groups), and there are another three classrooms on the second floor (one of which is also used as a self-study centre). On the top floor of the building is the computer room in a converted loft. Behind the school there is a paved garden, a decking area with a number of benches and chairs, a table tennis table and a bicycle storage area. At the bottom of the garden is another classroom and an office.<br><br>The King's Church premises are a two-minute walk away from the main building and are used for English for Juniors' courses. The school uses the ground floor area that includes two classrooms, a common room area, a cafeteria and a kitchen.<br><br>The St Barnabas Church centre is a five-minute walk away from the main school building and is also used for English for Juniors' courses. The school uses a large room that can be partitioned into three classrooms, a kitchen, a lounge and an external courtyard area.<br>The church premises were not used in 2018. |

| 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 (2018) | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 94 | 87 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 40 | 78 |
| Full-time ELT (15+ hours per week) aged under 16 | 32 | 74 |
| Part-time ELT aged 18 years and over | 1 | 3 |
| 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 | **167** | **242** |
| Junior programmes: advertised minimum age | 12 | 12 |
| Junior programmes: actual minimum age | 12 | 9 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: actual maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | Italian, Spanish | Italian, Spanish |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: actual minimum age | 18 | 16 |
| Adult programmes: typical age range | 19–23 | 19–23 |
| Adult programmes: typical length of stay | 2–3 weeks | 2–3 weeks |
| Adult programmes: predominant nationalities | Italian, Spanish | Italian, Spanish |
| 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 | 62 | 70 |

| Staff profile | At inspection (2018) | In peak week (organisation's estimate) |
|---|---|---|
| Total number of teachers on eligible ELT courses | 11 | 18 |
| Number teaching ELT 20 hours and over a week | 8 | |
| Number teaching ELT 10–19 hours a week | 3 | |
| Number teaching ELT under 10 hours a week | 0 | |
| Number of academic managers for eligible ELT courses | 3 | 3 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 2.5 | |
| Total number of support staff | 1 | |

**Academic manager qualifications profile**

| Profile at inspection | |
|---|---|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 3 |
| Academic managers without TEFLQ qualification or 3 years relevant experience | 0 |
| Total | 3 |
| Comments | |
| Neither the school director nor the academic manager normally teaches. The senior teacher taught for 15 hours during the weeks of the full and supplementary inspections. | |

**Teacher qualifications profile**

| Profile in week of inspection (2018) | |
| --- | --- |
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 0 |
| TEFLI qualification | 11 |
| Holding specialist qualifications only (specify) | 0 |
| YL initiated | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 11 |
| Comments | |
| None. | |

**Course profile**

| Eligible activities | Year round | | Vacation | | Other - N/a | |
| --- | --- | --- | --- | --- | --- | --- |
| | Run | Seen | Run | Seen | Run | Seen |
| General ELT for adults | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ |
| General ELT for juniors (under 18) | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ |
| English for academic purposes (excludes IELTS preparation) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| English for specific purposes (includes English for Executives) | ☒ | ☒ | ☐ | ☐ | ☐ | ☐ |
| Teacher development (excludes award-bearing courses) | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ |
| ESOL skills for life/for citizenship | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments

The school offers general and intensive courses in English to adults (16+). LSI Cambridge also offers examination preparation courses, an afternoon business course and combination courses. Some students take group courses combined with one-to-one lessons. The school offers closed group courses to young learners (12 to 17 year-olds) throughout the year and open enrolment classes to young learners of the same age range in January and February and in the summer.

**Accommodation profile**

| Number of students in each at the time of inspection (all students on eligible courses 2018) | | |
| --- | --- | --- |
| Types of accommodation | Adults | Under 18s |
| Arranged by provider/agency | | |
| Homestay | 41 | 58 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 42 | 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 | 0 | 14 |
|---|---|---|
| Staying in privately rented rooms/flats | 12 | 0 |
| | | |
| Overall totals adults/under 18s | 95 | 72 |
| Overall total adults + under 18s | 167 | |

## Introduction

Language Studies International Cambridge forms part of the LSI group, which has centres in seven countries around the world. The four schools in the UK are all accredited by the British Council. The headquarters of the organisation is based in the London (Hampstead) school.

Since the last full inspection in 2013, the school director of the Cambridge school has been appointed to the additional role of the global director of education and compliance. The current academic manager took up her position in 2017 having previously worked as the co-ordinator of junior courses and joint academic manager. Since the last full inspection, the school has started to teach under 18s in open enrolment courses in January and February and in the summer, and in closed groups throughout the year. A spot check was conducted in 2015 to inspect the summer junior course provision.

The inspection lasted two days. During this time the two inspectors interviewed the school director, the academic manager, the senior teacher, the administration manager, and the registrar. Focus group meetings were held with the teachers and the students. All the teachers timetabled to teach during-the inspection were observed. One inspector visited three homestays and two residences providing independent, self-catering accommodation. The other inspector visited the two buildings used for junior courses but not in use at the time of the inspection.

In July 2018 a supplementary inspection was carried out to assess the junior course provision, including the accuracy of publicity, course design and the teaching and learning resources available. One of the inspectors from the 2017 inspection spent a day at the school and spoke to the director, the academic manager, the administrative manager, the registrar and the director of the homestay agency used by the school. Activities were sampled and the junior classes observed. Informal meetings were held with the group leader, and activity leader, and a sample of junior students and teachers.

## Management

### Legal and statutory regulations

| Criteria | See comments |
|---|---|
| M1 Declaration of compliance | ☒ |

| Comments |
|---|
| M1 The items sampled were satisfactory. |

### Staff management

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M2 Management structure | ☐ | ☒ | ☐ | ☒ | ☐ |
| M3 Duties specified | ☐ | ☒ | N/a | ☐ | |
| M4 Communication channels | ☐ | ☒ | ☐ | ☒ | ☐ |
| M5 Human resources policies | ☐ | ☒ | ☒ | ☒ | |
| M6 Qualifications verified | ☒ | ☐ | N/a | ☒ | ☐ |
| M7 Induction procedures | ☐ | ☒ | ☐ | ☒ | |
| M8 Monitoring staff performance | ☐ | ☒ | ☐ | ☒ | |
| M9 Professional development | ☐ | ☒ | ☐ | ☒ | |

M2 The management structure is clear. The school director/principal works closely with the academic manager and the administration and welfare manager. Although the principal has group-wide responsibilities, he works from Cambridge for much of the year.

M4 Communication works well informally. Managers are frequently in contact with each other. There are weekly minuted teachers' meetings. Academic and administration managers meet their counterparts in other schools annually. However, there are no formal minuted meetings of the school's management team or of the administrative team.

M5 The human resources policies of the group are thorough and regularly updated. The staff handbook covers all aspects of recruitment and employment rights.

M6 Two references for many staff were missing from files, as were some degree certificates.

M7 Induction procedures are appropriate. Teachers are sent documentation in advance of attending a one-hour induction and can also observe other teachers as part of the process.

M8 Long-term staff receive detailed annual appraisals with the exception of the principal. These appraisals enable staff to reflect on past achievements and action points and set future targets.

M9 In-service training sessions take place every six to eight weeks. Staff are also informed of external seminars and opportunities to upgrade their qualifications, although these options had not been recently taken up. The academic manager is taking a management course and administrative staff have completed compliance training.

**Student administration**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M10 Administrative staff and resources | ☐ | ☒ | ☒ | ☒ | |
| M11 Information on course choice | ☐ | ☒ | ☒ | ☒ | |
| M12 Enrolment procedures | ☐ | ☒ | ☐ | ☐ | |
| M13 Contact details | ☐ | ☒ | ☐ | ☐ | |
| M14 Student attendance policy | ☐ | ☒ | ☒ | ☒ | |
| M15 Students asked to leave course | ☐ | ☒ | ☐ | ☐ | |

M10 The school has enough administrative staff to handle the volume of work efficiently. Staff were praised for their friendliness and helpfulness in student feedback forms and focus groups meetings.

M11 Information is provided through prompt responses to enquiries. There is a live chat facility available for prospective students who want to speak with an LSI representative. A course consultant, based in London, liaises closely with the school about any non-standard student enquiries or requests. Agents receive useful information about LSI through a special part of the website and a detailed agents' manual.

M14 Attendance and punctuality policies are clear and well managed. Any absences of students under the age of 18 are followed up immediately. Students can view their attendance record online, poor attendance is highlighted and students are encouraged to have good attendance records.

**Quality assurance**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M16 Action plan | ☐ | ☒ | N/a | ☒ | ☐ |
| M17 Continuing improvement | ☐ | ☒ | ☒ | ☒ | |
| M18 Student feedback and action | ☐ | ☒ | ☒ | ☒ | ☐ |
| M19 Staff feedback and action | ☐ | ☒ | ☐ | ☒ | |
| M20 Complaints and action | ☐ | ☒ | ☐ | ☐ | ☐ |

M16 Nearly all points from the previous report have been addressed. However, the concern that 'students acquire a large number of handouts' has not been satisfactorily addressed. Between November 2017 and July 2018 several measures were taken to reduce the use of handouts. Other points from the full report have also been addressed.

M17 Policies are thoroughly reviewed each year and discussed with academic and administrative staff in annual meetings. There is a two-year academic development plan for the UK schools.

M18 Student feedback is gathered in the first week and at the end of a student's course. There are good mechanisms in place to investigate any student problems or dissatisfaction. Any action taken is recorded. Feedback

is collated and reviewed every six months.
M19 Staff provide feedback through meetings, appraisals and end-of-summer feedback forms.

**Publicity**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| M21 Accessible accurate language | ☐ | ☒ | ☐ | ☐ | |
| M22 Realistic expectations | ☐ | ☒ | ☐ | ☒ | |
| M23 Course descriptions | ☐ | ☒ | ☐ | ☐ | |
| M24 Course information | ☐ | ☒ | N/a | ☒ | |
| M25 Costs | ☐ | ☒ | ☐ | ☐ | |
| M26 Accommodation | ☐ | ☒ | ☐ | ☒ | ☐ |
| M27 Leisure programme | ☐ | ☒ | ☐ | ☐ | ☐ |
| M28 Staff qualifications | ☐ | ☒ | N/a | ☐ | ☐ |
| M29 Accreditation | ☐ | ☒ | N/a | ☒ | ☐ |

Comments

Publicity consists of a website, a group course prospectus which can be downloaded online, a document for agents entitled *Discover Cambridge*, and social media platforms.
M22 Publicity raises realistic expectations. Although the website is for the global network of schools, sophisticated algorithms are used to ensure that student testimonials are specific to the school the viewer is looking at.
M24 Publicity makes clear the number of taught hours per week. Sample timetables indicate the distribution of lessons and activities, where relevant. An optional five-minute break is not included in the total hours given on the timetables. However, the timetables for junior courses indicate that activities are in the afternoon, which is not always the case.
M26 The school places most of its students in homestay through an accommodation agency. This is mentioned in publicity, but the extent of agency use is not made clear.
M29 The Accreditation Scheme marque is used on the appropriate pages of the website. Some old forms, such as the parental consent form, use an incorrect version of the marque.

**Management summary**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students. The school has appropriate administrative and quality assurance mechanisms in place and publicity is generally clear and accurate. *Student administration* 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 | ☐ | ☒ | ☐ | ☒ | |
| R2 Condition of premises | ☐ | ☒ | ☐ | ☐ | |
| R3 Classrooms and learning areas | ☐ | ☒ | ☐ | ☒ | |
| R4 Student relaxation areas and food | ☐ | ☒ | ☐ | ☒ | ☐ |
| R5 Signage and display | ☐ | ☒ | ☐ | ☐ | ☐ |
| R6 Staffroom(s) | ☐ | ☒ | ☐ | ☒ | ☐ |

Comments

R1 The premises and rooms are large enough for the number of students who use them.
R3 Classrooms are adequately lit, heated and ventilated. They are generally appropriately sized for the number of students who use them, although both students and staff indicated that some classrooms were rather cramped when the number of students in them approached the maximum class size.

R4 Students can relax in classrooms, in rooms at the back of the ground floor, including the students' room conservatory and in the back garden. A coffee room includes a water cooler, a microwave oven and a drinks machine. There are many eating places within easy walking distance of the school.

R6 The staffroom in the basement contains two computers, a printer, a photocopier, tables and chairs, storage space for all teachers, and a small kitchen with a fridge and drinks facilities.

**Learning resources**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| R7 Learning materials for students | ☐ | ☒ | ☐ | ☒ | |
| R8 Resources for teachers | ☐ | ☒ | ☐ | ☒ | |
| R9 Educational technology | ☐ | ☒ | ☐ | ☒ | |
| R10 Self-access facilities | ☐ | ☒ | ☒ | ☒ | ☐ |
| R11 Library/self-access guidance | ☐ | ☒ | ☐ | ☒ | ☐ |
| R12 Review and development | ☐ | ☒ | ☐ | ☒ | |

Comments

R7 The school has class sets of the main coursebooks around which morning lessons are designed for part of the week. This applies to both adult and junior courses.

R8 The school has a good range of additional resources, appropriately organised, that teachers can use on general English, exam courses and afternoon classes; there are dictionaries in classrooms. An adequate range of resources for junior courses is kept in one of the classrooms on the top floor, where junior courses are taught.

R9 All classrooms have computers connected to flat screen televisions. These resources are appropriately maintained.

R10 The school has a study room, also used as a classroom, that students can access at lunchtime on three days of the week and after 15.30. This room has three computers, and self-study materials that include a diagnostic grammar test, readers, pronunciation guides and links to level tests. There are also exam preparation materials on the computers in the computer room with 18 computers. Students can also access the group's e-learning platform.

R11 The study room is staffed by the senior teacher who provides guidance on the resources available at certain times of the week.

R12 Learning resources are reviewed at both the group level and within the school. Teaching staff can make suggestions in teachers' meetings and add items to a wish list sheet in the staffroom. However, insufficient attention has been paid to reviewing resources in light of the number of junior and one-to-one lessons taught in the school.

**Resources and environment summary**

The provision meets the section standard. The learning resources and the premises support and enhance the studies of students and offer an appropriate professional environment for staff.

## Teaching and learning

**Academic staff profile**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T1 General education (and rationales) | ☐ | ☒ | N/a | ☒ | |
| T2 ELT/TESOL teacher qualifications | ☐ | ☒ | ☐ | ☐ | |
| T3 Rationales for teachers | ☐ | ☐ | N/a | ☐ | ☒ |
| T4 Profile of academic manager(s) | ☐ | ☒ | ☒ | ☒ | ☐ |
| T5 Rationale for academic manager(s) | ☐ | ☐ | N/a | ☐ | ☒ |

Comments

T1 One of the junior course teachers does not have a Level 6 qualification. A rationale was accepted in the context of this inspection because of his considerable work experience.

T4 The school benefits from having three TEFLQ managers, all of whom have considerable ELT experience. The school principal has global group responsibilities for academic matters. The academic manager is responsible for academic management within the school. She is assisted by the senior teacher, who has worked as an academic manager in the past.

**Academic management**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T6 Deployment of teachers | ☐ | ☒ | ☐ | ☒ | ☐ |
| T7 Timetabling | ☐ | ☒ | ☐ | ☐ | |
| T8 Cover for absent teachers | ☐ | ☒ | ☒ | ☒ | |
| T9 Continuous enrolment | ☐ | ☒ | ☐ | ☒ | ☐ |
| T10 Formalised support for teachers | ☐ | ☒ | ☐ | ☒ | ☐ |
| T11 Observation and monitoring | ☐ | ☒ | ☐ | ☒ | ☐ |

| Comments |
|---|

T6 Teachers are deployed on particular courses and at specific levels according to their expertise, experience and preference.
T8 The school has good policies in place to cover any teacher absences. Lessons might be taught by the senior teacher, a different core teacher, another teacher with LSI experience, the academic manager or the principal.
T9 The length of stay of students ranges from one week to long-term. Procedures for dealing with continuous enrolment are good. Outside the summer, students are placed in classes starting at 11.05 am on Mondays. Lessons are planned on a weekly basis and students can suggest topics for inclusion in the following week's plan at the end of each week.
T10 Teacher support is provided year-round through weekly meetings, the staff handbook, peer observation and in-service training sessions. More hands-on support is given to less experienced teachers on junior courses, although there are no professional development sessions offered to them.
T11 New teachers are observed formally early in their first period of employment and then on an annual basis. Teachers receive written feedback with action points from a range of managers from within the school and from other schools. Junior courses' teachers received brief observations in the summer of 2017.

**Course design and implementation**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T12 Principled course structure | ☐ | ☒ | ☐ | ☒ | |
| T13 Review of course design | ☐ | ☒ | ☐ | ☒ | |
| T14 Course outlines and outcomes | ☐ | ☒ | ☐ | ☒ | |
| T15 Study and learning strategies | ☐ | ☒ | ☒ | ☒ | |
| T16 Linguistic benefit from UK | ☐ | ☒ | ☐ | ☐ | |

| Comments |
|---|

T12 The course design is based on stated principles. For general English adult courses, LSI uses a grammar syllabus, which has six levels, ranging from beginner to advanced, each linked to the Common European Framework of Reference for Languages (CEFR). Levels cover two periods of ten weeks linked to items in carefully chosen coursebooks. The syllabus is cyclical and is designed to allow students to move class at any time, irrespective of their start date or the number of weeks that they have studied. Teachers receive guidance regarding the adult course syllabus through induction, the handbook, and colour-coded charts on the staffroom wall. Teachers are also encouraged to adapt their lessons to meet the needs of students. In fact, most adult classes were not following the colour-coded course syllabus at the time of the inspection and coursebooks were not being used in classrooms. Steps have since been taken to correct this (see M1). Examination preparation courses follow the appropriate examination syllabus and one-to-one lessons are based on student needs analyses. The business course classes were not following the course syllabus in the publicity and on display in the school. The junior course is modular and topic based, with a weekly project devised in response to topical issues (for example, the World Cup) and student interest. Class sets of coursebooks are used for part of the course.
T13 Course design is reviewed in the light of staff and student feedback. New coursebooks are discussed with staff and trialled before they are introduced in all schools.
T14 All classes receive weekly plans that highlight any student requests, grammar, vocabulary, skills and topics to be covered. Classrooms also contain documents explaining the different syllabus levels and what may be covered in particular teaching blocks. However, not all lesson plans and documents refer to learning outcomes.
T15 Students complete learning diaries at the end of each week in which they reflect on what they have learnt, consider how they can practise their English outside the classroom and set short and long-term goals. Student learning is also facilitated by guidance in the study room and activities and the school's online learning platform (E-LSI). Tutorials also help students to develop their general learning skills.

**Learner management**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T17 Placement for level and age | ☐ | ☒ | ☒ | ☒ | ☐ |
| T18 Monitoring students' progress | ☐ | ☒ | ☒ | ☒ | |
| T19 Examination guidance | ☐ | ☒ | ☒ | ☒ | ☐ |
| T20 Assessment criteria | ☐ | ☐ | ☐ | ☐ | ☒ |
| T21 Academic reports | ☐ | ☒ | ☐ | ☐ | |
| T22 Information on UK education | ☐ | ☒ | ☐ | ☒ | ☐ |

| Comments |
|---|

T17 Placement procedures include a multiple-choice test, a writing task and an interview. Interview questions guide students to complete the first part of their learning diaries and help students set learning goals.
T18 The school's policies enable students to move classes when they are ready to. There are proficiency tests every four weeks that assess students' levels and these are combined with tutorials. Comments from tutorials are recorded in the school's online learning platform. There are additional tutorials for long-stay students.
T19 Students receive detailed information about examinations available through brochures and displays in the school. All students who want to take an examination preparation course sit a test to ensure that they have an appropriate level of English.
T22 Students who wish to enter UK mainstream education are put in touch with a relevant person in another LSI school in London.

**Classroom observation record**

| Number of teachers seen | 8 (full inspection) and 3 (supplementary inspection) |
|---|---|
| Number of observations | 8 (full inspection) and 4 (supplementary inspection) |
| Parts of programme(s) observed | General English classes at different levels, one-to-one lessons, a speaking fluency class and a business English lesson. (full inspection) General English for juniors, one-to-one exam preparation for a junior (supplementary inspection) |

| Comments |
|---|

All teachers teaching during the time of the inspections were observed.

**Classroom observation**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T23 Models and awareness of English in use | ☐ | ☒ | ☐ | ☒ | |
| T24 Appropriate content | ☐ | ☒ | ☐ | ☒ | |
| T25 Learning outcomes | ☐ | ☒ | ☐ | ☒ | |
| T26 Teaching techniques | ☐ | ☒ | ☐ | ☒ | |
| T27 Classroom management | ☐ | ☒ | ☐ | ☒ | |
| T28 Feedback to students | ☐ | ☒ | ☐ | ☒ | |
| T29 Evaluating student learning | ☐ | ☒ | ☐ | ☒ | |
| T30 Student engagement | ☐ | ☒ | ☐ | ☒ | |

| Comments |
|---|

T23 Some teachers displayed a good knowledge of grammar and phonology, with the phonemic script being used confidently in some lessons. However, in some lessons teachers did not provide appropriate or sufficient models. Some grammatical and lexical explanations were imprecise, unclear and in one case misleading or missing.
T24 The one-to-one lessons observed were clearly linked to the stated needs of students. However, it was not clear how the content of some lessons was linked to the needs of particular groups of students. In the junior courses, tasks were well chosen and linked back to the morning activities.
T25 Lesson aims were not always made clear to learners in the adult classes and not always expressed as learning outcomes. Most lessons consisted of a coherent sequence of activities in which controlled practice often led to freer

practice tasks.

T26 Good use was made of group and pair work in several classes, particularly in junior classes, where there was a good variety of pace. Other classes relied excessively on gap fill activities and teacher-led explanations. Students were not always clear about what was expected of them, as instructions were not checked.

T27 Board work was generally good, aided by all whiteboards having an aims section and a column for vocabulary items. The materials chosen for lessons were also largely appropriate.

T28 In some classes students received good feedback on oral errors; in other classes opportunities were missed for giving group and individual correction.

T29 Most lesson plans indicated that tasks included opportunities to gauge students' learning.

T30 Teachers had good rapport with learners in all lessons. Students' names were used well in some classes, but not at all in others. The language used by teachers was largely appropriate in most lessons.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and ranged widely from very good to less than satisfactory; overall the level was satisfactory. Most lessons had been appropriately planned, although aims were not always made clear to students or expressed as learning outcomes. Most teachers used pair work and group work effectively. In some lessons task instructions were unclear. There was a good learning atmosphere in the lessons observed.

The junior class teaching was largely good, with variety of pace and activity, a suitable selection of tasks and good linking to previous lessons or activities.

**Teaching and learning summary**

The provision meets the section standard and exceeds it in some respects. All teachers and academic managers have appropriate qualifications. Teachers receive support to ensure that their teaching meets the needs of students. Programmes of learning are largely managed to the benefit of students. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength.

## Welfare and student services

**Care of students**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W1 Safety and security onsite | ☐ | ☒ | ☒ | ☒ | |
| W2 Pastoral care | ☐ | ☒ | ☒ | ☒ | |
| W3 Personal problems | ☐ | ☒ | ☒ | ☒ | |
| W4 Dealing with abusive behaviour | ☐ | ☒ | ☒ | ☒ | |
| W5 Emergency contact number | ☐ | ☒ | N/a | ☒ | ☐ |
| W6 Transport and transfers | ☐ | ☒ | ☐ | ☒ | ☐ |
| W7 Advice | ☐ | ☒ | ☐ | ☒ | |
| W8 Medical and dental treatment | ☐ | ☒ | N/a | ☐ | |

| Comments |
|---|

W1 Safety and security on site is good. There is a keypad entrance monitored by CCTV and the open-plan reception is immediately inside the front door. All staff and visitors wear name badges. Fire and premises risk assessments are thorough and up to date and there are five trained fire marshals on the staff. An emergency action plan covers potential major incidents.

W2 The pastoral care of students is a priority at the school. Students are told who to speak to at induction, in their welcome packs and in posters displayed in each classroom and throughout the school. Students are known by the administrative and academic team, who are proactive in ensuring students' pastoral needs are met.

W3 A small private office is available for confidential discussions. The welfare and administration manager deals with the majority of students' personal problems, but other members of staff are able to do so in her absence.

W4 Well-written policies on Prevent and bullying are clear and specific to the context of the school. Any potential issues are followed up with the individual students concerned. There was recent evidence of this having been handled sensitively and well.

W5 The 24-hour emergency number is sent out on student enrolment forms. It is in students' welcome packs and on the back of their student identity cards.

W6 Students are sent information about the various travel options, with links to the relevant websites.

W7 All the relevant information is presented in the student welcome packs and at their initial induction meetings.

**Accommodation profile**

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| Comments on the accommodation seen by the inspectors |

The school offers homestay and residential accommodation, with two residences used regularly and a third at peak times.

Homestay accommodation is arranged by the school and also through an agency. In recent years the agency has taken on more of the provision, as it deals with almost all accommodation for under 18s, an increasing part of the school's provision. At the time of the inspection, four homestays were arranged through the agency and 28 through the school. However, year round, the agency provides accommodation for around two-thirds of LSI students. During the supplementary inspection, the agency was providing all the homestay accommodation for the junior students not staying with family members.

One of the inspectors contacted the accommodation agency used by the school throughout the year and had a meeting with the agency director during the supplementary inspection. One inspector visited two residences, Centrepoint and The Willows. Nine ensuite rooms are rented on a permanent basis in the 37-room Centrepoint, which is a five-minute walk from the school. The rooms are arranged in clusters around a shared kitchen/dining room. The Willows is a thirty-minute walk away and is owned by the school. It has a total of 12 rooms; two studio flats, two ensuite rooms, three rooms containing a shower and five rooms with shared facilities. On the ground floor there is a large kitchen/dining room and a laundry area.

The three homestays visited were between a 15 and 30-minute walk from the school. They had all been arranged through the school and not through the agency.

**Accommodation: all types**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W9 Services and facilities | ☐ | ☒ | ☒ | ☒ | ☐ |
| W10 Accommodation inspected first | ☐ | ☒ | ☐ | ☒ | ☐ |
| W11 Accommodation re-inspected | ☐ | ☒ | ☐ | ☒ | ☐ |
| W12 Accommodation registers | ☐ | ☒ | ☐ | ☐ | ☐ |
| W13 Information in advance | ☐ | ☒ | ☐ | ☐ | ☐ |
| W14 Student feedback | ☐ | ☒ | ☐ | ☒ | ☐ |
| W15 Meals in homestay/residences | ☐ | ☒ | ☐ | ☐ | ☐ |

| |
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| Comments |

W9 The homestays provided, and in some ways exceeded, the required facilities. One did laundry on a daily basis and offered fresh fruit and yoghurt in addition to the set meals, while two had separate TVs in the students' bedrooms. The residences offered most students ensuite accommodation. Students in the focus group were very positive about their accommodation.
W10 All accommodation is inspected before being used, with a simple but clear checklist used by LSI to ensure that Gas Safe certificates and fire risk assessments are obtained. The accommodation agency uses similar checklists.
W11 LSI re-inspects accommodation every two years as a minimum, with more frequent visits in many cases. The agency re-inspects every two years.
W14 Student feedback is gathered in the first week, and any issues with accommodation are dealt with immediately. There was evidence of the school responding swiftly to a complaint.

**Accommodation: homestay**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W16 No more than four students | ☐ | ☒ | N/a | ☐ | ☐ |
| W17 Rules, terms and conditions | ☐ | ☒ | ☐ | ☐ | ☐ |
| W18 Shared bedrooms | ☐ | ☒ | N/a | ☐ | ☐ |
| W19 Students' first language | ☐ | ☒ | N/a | ☐ | ☐ |
| W20 Language of communication | ☐ | ☒ | N/a | ☐ | ☐ |

| W21 Adult to welcome | ☐ | ☒ | N/a | ☐ | ☐ |
|---|---|---|---|---|---|
| Comments | | | | | |
| None. | | | | | |

**Accommodation: residential**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W22 Cleaning | ☐ | ☒ | ☐ | ☐ | ☐ |
| W23 Health | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments | | | | | |
| None. | | | | | |

**Accommodation: other**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W24 Information and support | ☐ | ☒ | ☐ | ☒ | ☐ |
| W25 Other accommodation | ☒ | ☐ | N/a | ☒ | ☐ |
| Comments | | | | | |

W24 A leaflet gives students detailed advice on finding their own accommodation, with the administration manager offering support with contracts if necessary.
W25 A hotel and two guesthouses are listed in the accommodation brochure. However, these have not been visited within the last five years.

**Leisure opportunities**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W26 Information and access | ☐ | ☒ | ☐ | ☐ | |
| W27 Leisure programmes | ☐ | ☒ | ☐ | ☒ | ☐ |
| W28 Health and safety | ☐ | ☒ | ☐ | ☒ | ☐ |
| W29 Responsible person | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments | | | | | |

W27 LSI uses an agency for excursions. These are booked through the school and the students reported that they were well organised. Other activities are arranged by the school and include punting, bowling and a film club.
W28 There are risk assessments for all activities and at least one person with first aid training accompanies students on school-led activities.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The safety and welfare of students is well provided for with considerable personal attention being offered by all staff. The varied accommodation offers students choice and is of at least a satisfactory standard. The accommodation systems are generally well managed by the school. However, there is a need to ensure that all fire risk assessments are up to date, and that the agency used follows these same procedures. The leisure programme is satisfactory. *Care of students* is an area of strength.

## Care of under 18s

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| C1 Safeguarding policy | ☐ | ☒ | ☐ | ☒ | ☐ |
| C2 Guidance and training | ☐ | ☒ | ☒ | ☒ | ☐ |
| C3 Publicity | ☐ | ☒ | ☐ | ☒ | ☐ |
| C4 Recruitment procedures | ☐ | ☒ | N/a | ☒ | ☐ |

| | | | | | |
|---|---|---|---|---|---|
| C5 Safety and supervision during scheduled lessons and activities | ☐ | ☒ | ☐ | ☒ | ☐ |
| C6 Safety and supervision outside scheduled lessons and activities | ☐ | ☒ | ☐ | ☒ | ☐ |
| C7 Accommodation | ☐ | ☒ | ☐ | ☒ | ☐ |
| C8 Contact arrangements | ☐ | ☒ | N/a | ☐ | ☐ |

## Comments

At the time of the full inspection there were no students under 18. At the time of the supplementary inspection there were 72 under 18s, approximately 43 per cent of the total student numbers. Students aged 16–17 are enrolled on adult courses and make up approximately one third of the provision year round. During the summer, they may be enrolled on adult or junior courses. The overall percentage of young learners to adults is currently 46 per cent year round.

C1 There is a clear, well-written safeguarding policy, relevant to the provision offered. It covers most aspects of safe recruitment, gives practical guidelines on what to do in certain situations and contains a code of conduct for all members of staff. References are collected for staff and homestay providers (see C4).

C2 Teachers, homestay providers and contractors are all made aware of the safeguarding policy. All teachers and homestay hosts are expected to complete an online basic level course, while five staff members (all the permanent staff) have done advanced training.

C3 There is minimal information available on the website or in the brochure about the level of supervision offered to under 18s. However, a parental consent form, which parents must sign before their child is accepted onto a course, makes this clear.

C4 DBS checks for the household are requested via an external agency for homestays provided by both the school and the agency. Records for the school and the accommodation agency indicate these have been obtained. References are collected for homestay hosts by the school and the agency. Those obtained by the agency included a few obtained from family members. This was rectified immediately after the supplementary inspection.

C5 There are good procedures for the safety and security of under 18s on school premises. Those enrolled on adult courses are identified on the registers, their photographs are in reception and their attendance and punctuality is closely monitored. Those on young learners' courses have a full day's programme and supervision ratios on activities are satisfactory.

C6 Students are given appropriate information about staying safe at the induction talk and in their welcome packs.

C7 Almost all under 18s stay in homestay accommodation arranged through the agency used by the school. (See C4.) Young learners' courses are held on the top floor of the main school building, where there is a separate toilet for their use. Breaks are staggered. In 2017 separate premises were also used.

## Care of under 18s summary

The provision meets the section standard. There is a good safeguarding policy which is made known to all relevant parties. Procedures are in place to ensure the safety and security of under 18s on school premises and on scheduled activities.