

Organisation name	Language Studies International, London Central
Inspection date	17–18 September 2019

<b>Section standards</b>	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Language Studies International, London Central in September 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general and professional English for adults (18+), young people (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of student administration and academic management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

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

LSI London Central is the oldest of the UK LSI schools. Its student profile consists mainly of adults (18+) and young people aged 16 and 17 following general English courses. Some students are enrolled on professional courses, and some under 18s are enrolled as closed groups.

The inspection took place over two days. The inspectors had meetings with the school director/director of studies (SD/DoS), the LSI group director of operations, one of the group managing directors, the two assistant directors of studies (ADoSs), the student services team, and the groups co-ordinator. Focus group meetings were held with adult students and under 18s, teachers, and group leaders. Eleven teachers teaching in the week of the inspection were observed. One inspector visited three homestays and a residence.

## Address of main site/head office

19–21 Ridgmount Street, London WC1E 7AH

## Description of sites visited

The school is located in a six-storey Victorian building situated in central London, close to the British Museum. The main entrance is on the ground floor and opens onto a side street. The front window by the entrance allows students to see into the reception area of the school where the school management team are located in an open-plan office behind the reception desk. There are more than 20 teaching rooms in the building, a student computer room and two student lounges. Toilets are located on all floors except the ground floor.

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

## Comments

The school offers general English courses (20–30 classes of 50 minutes) year round for students aged 16+, closed-group courses for juniors, nine-day compact courses and mini-group courses for business students, courses for students aged 40+, and one-to-one teaching.

## Management profile

Day-to-day operations at the school are managed by the SD/DoS along with a registrar and two part-time ADoSs, with the assistance of the director of operations for the LSI group and the accommodation manager for the London schools. The managing director/proprietor of the group, based at the Hampstead school, has general oversight of operations.

## Accommodation profile

The school provides half-board homestay year round for adults and under 18s. The school has approximately 150 homestays, averaging 60-minute travel time from the school. All homestays are managed by the school itself. At the time of inspection, 31 homestays were in use.

There are 11 self-catering residences and flat shares available for adults. They average 25 to 30-minute travel time from the school or central London. Accommodation is in single or twin rooms with shared facilities in some accommodation and ensuite in others. At the time of inspection six residences were in use.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Documentation and procedures are in place to disseminate the school's values. Communication is very good. Human resources procedures are managed satisfactorily overall but some weaknesses were noted. Staff feel very well supported and student administration is carried out very effectively. Publicity is generally satisfactory although there are some weaknesses. *Student administration* is an area of strength.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided where needed.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team has a professional profile which is very well suited to the context, and the teachers are appropriately qualified. Teachers receive helpful guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide benefit for students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

### Welfare and student services

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

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, the leisure activities, and accommodation. However, the safeguarding policy does not include some essential information and some recruitment procedures are not sufficiently rigorous.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

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

### Comments

M4 Communication channels are very effective, at formal and informal levels, both within the school and between the school and the LSI group as a whole. There are minuted weekly meetings of teachers and administration staff;

the student council meets every three months and action points are recorded; and there are annual administration and academic meetings for the UK LSI schools.

M5 Students are provided with many opportunities for evaluating the school's services during their course, in initial paper-based questionnaires, on a weekly basis through their learner journal, electronically on departure, and during tutorials. Feedback is collated and teachers see their overall score when they log into their e-learning account.

<b>Staff management and development</b>	<b>Met</b>
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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
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**

M9 Job descriptions do not fully reflect individual roles and responsibilities and there was no evidence of review.  
M10 Recruitment procedures are effective overall but at the time of the inspection one recently recruited staff member did not have a second reference. This was submitted shortly after the inspection and is no longer a point to be addressed.  
M12 A robust appraisal system is in place. Observation feedback of teachers involves a mini appraisal which feeds into an action plan, which includes training needs, for the coming year. Action plans are used as a guide to progress in the annual appraisals.  
M13 Professional development is taken very seriously by the school and is much appreciated by staff. There are frequent opportunities both onsite (such as monthly workshops) and paid activities offsite. Financial assistance is provided if teachers wish to upgrade their TEFL qualifications to diploma level.

<b>Student administration</b>	<b>Area of strength</b>
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 Written student feedback is very positive about the helpfulness and approachability of staff. This was confirmed by the comments of students in the focus group meetings, and by group leaders.  
M19 There are very clear and detailed policies on attendance and punctuality, which are made known to students at induction and in the student booklet. Students in the focus group were clear about the rules and procedures. Students can monitor their attendance online and address queries about attendance to the administrative team.  
M20 Conditions and procedures under which a student may be asked to leave the course are made very clear to students. All students have to sign a code of conduct on their first day.  
M21 There is a very straightforward, simply expressed complaints policy given to students in writing and available on the website. It contains the ultimate option of referring the complaint to an external independent body. The

complaints file was efficiently organised and any recent issues had been dealt with in a systematic, fair and confidential way.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
Publicity consists of a website, a social media presence, and LSI group brochures with pages dedicated to individual schools.	
M23 Publicity is made accessible to the provider's main markets through translation by professional translators into seven languages.	
M26 Publicity gives inadequate information about the level of care available to students under 18.	
M27 There are no estimates given of the distance and cost of travel from homestay accommodation to the school.	
M28 Publicity makes no reference to staff qualifications.	

## Premises and resources

<b>Premises and facilities</b>	<b>Met</b>
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.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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
<b>Comments</b>	
P1 The school's buildings are in a very good state of repair, decoration and cleanliness and create an attractive professional atmosphere. Procedures and checks are in place to maintain standards and cleaning staff come in during the day to address any minor problems.	
P5 Displays in common areas and classrooms are stylish, very informative and kept up to date. They cover all areas of school life: academic, welfare and leisure.	

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met

P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
All criteria in this area are fully met.	

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
<b>Comments</b>	
T1 One teacher did not have a Level 6 qualification. The rationale for employment was accepted within the context of this inspection because of the teacher's involvement in a range of relevant post-school educational activities. T4 All members of the academic management team are TEFLQ, and the SD/DoS has over eight years' experience as an academic manager.	

<b>Academic management</b>	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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.	Strength
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.	Met
<b>Comments</b>	

T6 Timetabling procedures are very effective. Good account is taken of student age, class size and the need for teacher and student movement. There are staggered timetables for adult and junior courses.

T8 Management pays very careful attention to all aspects of academic management in relation to continuous enrolment. The weekly course programmes are self-contained, and students sit a test based on the previous weeks' studies every Monday, while new students are doing placement tests and receiving induction.

T9 Teachers spoke positively about the day-to-day guidance and support they received. There is always one member of the academic team available to help teachers, and paid peer observation is encouraged to allow teachers to see different teaching styles and approaches.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

T11 Course design is based on stated principles and the ten-week course structure is coherent and appropriate. However, there is insufficient guidance for teachers on integrating the coursebook into the syllabus and for the skills elements of the programme.

T13 Course outlines are available to students in the form of weekly plans but they are not always achievement oriented.

<b>Learner management</b>	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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

### Comments

T18 There are good systems for evaluating and recording student achievement and for monitoring progress. There are weekly progress tests based on course work, and scores on standardised monthly progress tests are recorded electronically and used as a basis for tutorials.

### Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General English for adults and a closed group course for juniors.

### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Not met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Knowledge of the grammatical systems was sound, and in the best lesson segments observed there was helpful modelling of pronunciation.

T24 Lesson content appeared interesting to students but it was not always clear how it linked to individual and group learning needs and the cultural background of the students.

T25 Many lesson plans indicated well-structured lessons and the staging was clear and logical. However, in several classes the activity sequence was less coherent: there was an overreliance on uncontextualised grammar exercises, and the link with language skills was unclear. Many lesson plans referred to learning outcomes but in very few lessons observed were they made known to students.

T26 There were several lessons in which good teaching techniques were employed, such as purposeful eliciting, good scaffolding, and concept checking, but in others a limited range of techniques was in evidence, particularly in the areas of vocabulary and skills teaching. The purpose of some techniques, such as getting students to read aloud, was unclear.

T27 Lessons were mainly static but classroom management was generally effective. In the better classes print materials and whiteboards were used well.

T28 In general, correction was limited to occasional on-the-spot teacher correction and students received insufficient feedback on their performance.

T29 In most lesson plans seen there were too few activities to check the use of the language taught.

T30 Teachers created a positive learning atmosphere. Instructions were clear, although understanding was rarely checked. In most segments seen students were completely engaged, although in general too little use was made of personalisation.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being satisfactory. Knowledge of the grammatical systems was sound, and there was some helpful modelling of pronunciation. Lesson planning varied in effectiveness. Some lessons were well structured but in others the learning outcomes were unclear. A good range of teaching techniques was in evidence in several classes but in others the range was limited. Classroom resources were managed competently overall. There was too little effective feedback provided to students and too few opportunities to evaluate learning in most lesson segments observed. Teachers' instructions were clear and most students were fully engaged. There was a positive learning atmosphere in all classes.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
All criteria in this area are fully met.	

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.	Strength



W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 Comprehensive inspections of all accommodation take place every two years. A clear system is in place to track when visits are due and registers contain detailed information on host and student feedback to aid placement.  
W12 Students receive personalised confirmations of accommodation booked, including host profiles or information on residences. Hosts are in contact with students prior to arrival.  
W13 Very good systems are in place for identifying and resolving problems with accommodation, including rigorous compiling of feedback, ranking of hosts, and immediate visits to deal with any issues.

#### *Accommodation: homestay only*

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area are fully met.

#### *Accommodation: other*

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

#### Comments

The applicable criterion in this area is fully met.

#### **Leisure opportunities**

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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Not met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students receive detailed information on activities which enhance their stay through social media, a display in reception and weekly social programmes. Students spoke very highly of the activity programme offered during focus groups.  
W25 The leisure programme was not under the direction of a named person. This was addressed shortly after the inspection so this is no longer a point to be addressed.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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

The school enrolls students aged 16+ on its adult courses and accepts juniors aged 12+ in closed groups. At the time of the inspection there were 11 students aged 16–17 on adult courses and a closed group of 14 students aged 14–16. During peak times there may be approximately 20 under 18s on adult courses. A group of 32 under 18s is the largest group that has recently attended the school.

S1 Although a safeguarding policy is in place, it lacks details on how to contact the designated safeguarding lead and guidance on handling delayed suitability checks.

S4 Nearly all recruitment procedures are in line with safer recruitment good practice but at the time of the inspection one recently recruited staff member did not have a second reference. This was submitted shortly after the inspection and is no longer a point to be addressed.

S5 Good arrangements are in place for the supervision and safety of students during lessons and activities. Groups of under 18s are given their own floor whenever possible, their breaks are staggered, and all staff are made aware of under 18s attending adult lessons.

#### Declaration of legal and regulatory compliance

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

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

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

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

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

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

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	1999
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) at this centre	Foreign language evening courses
Other related accredited schools/centres/affiliates	LSI Hampstead, LSI Cambridge, LSI Brighton
Other related non-accredited schools/centres/affiliates	LSI Ealing

### Private sector

Date of foundation	1965
Ownership	LSI Education Ltd Company number: 846983
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	CILIP 7 Ridgmount Street, London WC1E 7AE

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	99	156
Full-time ELT (15+ hours per week) aged 16–17 years	11	19
Full-time ELT (15+ hours per week) aged under 16	10	0
Part-time ELT aged 18 years and over	4	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>124</b>	<b>176</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	Italian	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–30	16–24
Adult programmes: typical length of stay	8 weeks	7 weeks
Adult programmes: predominant nationalities	Brazilian, Swiss, Turkish	Saudi, Brazilian, Turkish, Taiwanese

### Staff profile

	At inspection	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 under 19 hours a week	3	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	

None.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
Comments	

None.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	32	21
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	11	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	60	0
<b>Overall totals adults/under 18s</b>		
	103	21
<b>Overall total adults + under 18s</b>		124