



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER  
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

**MONITORING VISIT**

**ST GILES INTERNATIONAL (LONDON CENTRAL AND BRIGHTON)**

**(Company Registration Number - 00596651)**

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|----------------------------------|--|
| Full Name                        | <b>St Giles International (London Central and Brighton)</b>                      |
| Address                          | 154 Southampton Row, London, WC1B 5JX  |
| Parent\Company name              | St Giles Schools of Languages Limited  |
| Telephone Number                 | 020 7837 0404  |
| Email Address                    | <a href="mailto:londoncentral@stgiles.co.uk">londoncentral@stgiles.co.uk</a>     |
| Website                          | <a href="http://www.stgiles-international.com">www.stgiles-international.com</a> |
| Principals                       | Mr Mark Rendell (London Central), Mr Niall Chafey (Brighton)                     |
| Proprietor                       | Mr Mark Lindsay  |
| Age Range                        | 16+  |
| Total number of students         | 1005   |
| Numbers by age and type of study | Under 18: 175<br>18+: 830<br>EFL only: 979<br>FE only: 26                        |
| Inspection date                  | <b>17 July 2018</b>  |

## **PREFACE**

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 St Giles London Central and St Giles Brighton are part of St Giles International Group which is a family owned limited company. This is formed of eight English language schools in the UK, USA and Canada. The London Central school was established in 1987; the Brighton school, located in Brighton city centre, was founded in 1969. The school principals are responsible for operational management while the managing director provides oversight of the group. St Giles International aims to provide high quality courses for international students in a positive and inclusive student environment.
- 1.2 The schools offer courses in general English, Cambridge and International English Language Testing System (IELTS) examination preparation, individual tuition and bespoke courses for business professionals. Students are assessed on arrival and enrol for courses from one week to 12 months in length. The schools accept students aged 16-17 and they are integrated into adult classes. Teacher development courses for experienced non-native speakers of English are offered and have specific dates. Accommodation is provided in homestay, hotels and in residences, for adult students, run by the school, along with an external provider.
- 1.3 At the time of the inspection 1005 students were enrolled. Most were adult and the majority were female. Almost all spoke English as an additional language. One student was attending on a Tier 4 visa. There were five students with identified additional learning needs. The largest nationality groups were Turkish, Swiss and Italian, with the remaining students recruited from countries around the world.
- 1.4 The schools were last inspected on 14-16 September 2016, when they met all Key Standards and the quality of education was judged to exceed expectations. The recommendation from the previous report is:
  - Provide opportunities for staff to critically review their department's self-assessment to ensure that it reflects their priorities for further development.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 14-16 September 2016, the language school was found to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Course provision is excellent and provides a range of choices to meet individual requirements. Course planning is student-centred and promotes progress for all students. Courses on offer to Tier 4 visa students meet the definition of an approved qualification as set out in Home Office guidance. Teaching and learning are excellent. Knowledgeable teachers plan effectively to deliver motivating lessons that challenge all students. Students participate actively in class and develop high levels of autonomy and independence. Assessment is thorough and used to inform planning and provision of any necessary support. Progress and attainment, measured by student tracking and performance in class, is excellent. Success rates in external examinations are very good.
- 2.3 Students' welfare, including health and safety, is excellent. The management of health and safety are excellent. All required policies are in place and are effectively implemented. Premises are fit-for-purpose, secure and well maintained. Ventilation in a very small minority of rooms is insufficient when used by full classes during the peak summer period. Admission and attendance records are accurate and up-to-date. Reporting procedures for students on Tier 4 visas meet Home Office requirements. Pastoral support for students is excellent. Academic and personal support is provided by designated staff with a good range of support specialisms and meets the needs of all students. Safeguarding of students aged under 18 follows statutory guidance and is excellent. All staff have undergone enhanced Disclosure and Barring Service (DBS) suitability checks. Comprehensive safeguarding policies are in place and staff have received safeguarding and anti-radicalisation training in line with their roles. Accommodation in homestay and in residences is well managed. Adults in homestays hosting students aged under 18 undergo enhanced DBS checks.
- 2.4 The effectiveness of governance, leadership and management is excellent. Oversight is excellent and results in the fulfilment of the schools' aims and continued high standards of provision. There are positive relationships between the proprietor and the principals. Communication throughout the organisation is very effective. Staff are highly qualified and committed to the educational vision set for the schools. Staff at all levels participate in the schools' self-evaluation process and their priorities for development are reflected in the resulting reports. The reports are detailed and comprehensive but do not provide a clear overview of the excellent quality of provision. Self-evaluation is well-linked to effective development planning. Quality assurance is excellent. Effective use is made of student feedback and analyses of a range of data to continuously improve provision. Performance management of staff is excellent and results in very effective continuous professional development (CPD). Staff recruitment procedures are robust. All required checks are made prior to

confirmation of appointment and recorded on an appropriate single central record of appointments.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 Course provision is excellent. The schools have a clear statement of educational purpose, which places particular emphasis on student-centred learning. Courses are very well matched to students' varying needs, providing them with appropriate choice and a range of levels that are relevant to their age, aptitude and personal goals. Schemes of work take into account the needs of all class members, promoting rapid progress. Courses on offer to Tier 4 visa students meet the definition of an approved qualification as set out in Home Office guidance.
- 3.3 The quality of teaching and learning is excellent. Teachers are well qualified and suitably experienced. They demonstrate very good awareness of the needs of students. Teachers have excellent subject knowledge and employ a range of motivating activities that challenge all students and encourage active participation. Lessons are suitably paced and make very effective use of high quality resources, including the up-to-date information technology available in all classrooms. Teaching of pronunciation is well embedded into lessons and correction of form is consistently addressed. Teaching develops high levels of learner autonomy and confidence. Most students are very happy with their lessons. A small minority of students in inspection meetings were less satisfied as a result of frequent changes of main teacher.
- 3.4 Thorough assessment of learning in lessons and regular, standardised tests are used to inform planning and provide students with clear information on their progress. Effective monitoring of students' progress results in early intervention where necessary, and students are directed to a wide range of support to maximise their progress. Marking of written work includes constructive feedback to support improvement. A standardised exit test is used to measure attainment against starting points. Most students are highly satisfied with the progress they have made. Progress and attainment, as measured by student tracking and performance in class, are excellent. Success rates in external Cambridge examinations are very good.



#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 Arrangements for ensuring the health and safety of students and staff are excellent. All appropriate policies are in place and are effectively implemented. Fire evacuation drills and checks on fire safety equipment take place regularly and are well recorded. Suitable risk assessments are in place for premises, which show checks undertaken and actions to address identified hazards. Appropriate risk assessments are made on activities outside the school. There are good numbers of suitably trained first aiders and fire marshals.
- 4.3 The premises are of a high quality, fit-for-purpose, secure and very well maintained. Overall, they provide an excellent environment for teaching and learning. A very small minority of rooms are small for the full-size classes occupying them in the peak summer period and become hot despite opening windows and using fans to improve ventilation.
- 4.4 Admissions and attendance records are up-to-date and accurate. Suitable procedures are in place for reporting to the Home office on Tier 4 visa holders. Rigorous attendance and punctuality policies are well implemented. As a result, overall attendance is high.
- 4.5 Pastoral support is excellent and meets the needs of all students. Effective pastoral and personal support is provided by a range of specialist support staff and is facilitated by very good communication between staff in all departments. There are well-developed systems to address personal issues. The welfare of students aged under 18 years is effectively monitored. There are very positive relationships between staff and students and among the students themselves. Students feel safe at the school and know how to access support if the need arises.
- 4.6 Safeguarding is excellent and follows statutory guidance. Comprehensive child protection, safeguarding and anti-radicalisation policies are in place and known to all staff. Safeguarding policies and procedures are reviewed regularly to ensure student safety. Students aged under 18 are very closely supervised throughout their stay. Staff are suitably trained in safeguarding and anti-radicalisation in accordance with their roles. Safeguarding is given a high priority by the proprietor, who closely monitors arrangements at the schools. All staff undergo enhanced DBS suitability checks prior to employment.
- 4.7 Accommodation through homestays and residences is well managed. It is appropriately matched to students' needs and any issues are promptly resolved. Safety of homestay and residential accommodation is thoroughly checked and recorded. Where students aged under 18 are accommodated in homestay, enhanced DBS checks are carried out on carers and their families and carers complete suitable training in safeguarding.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Provide opportunities for staff to critically review their department's self-assessment to ensure that it reflects their priorities for further improvement
- 5.3 Excellent progress has been made against the recommendation. The schools now circulate draft copies of their self-assessment reports to all staff so that they can review the document and make suggestions that reflect their own priorities for improvement. Staff who have responded agree with the identified strengths and areas for improvement. The reports are developed from departmental self-assessments, which include the views of staff. The resulting reports are long, detailed and comprehensive, with thorough reference to sources of judgements. They do not provide a concise, clear overview of the quality of provision. Self-evaluation is well-linked to effective development planning.
- 5.4 Ownership and oversight are excellent. The managing director provides a clear vision and strategic direction for the school, resulting in the fulfilment of the organisation's aims and ethos. He monitors the work of the schools closely and addresses any concerns promptly. There are positive relationships between the managing director and the principals, supported by regular formal and informal communication. The schools have appropriate management structures with clearly defined roles which are understood by all staff. Leadership is successful in securing, supporting and developing high quality staff who are committed to the school's educational vision. The academic staff of both schools are very well qualified.
- 5.5 Quality assurance is excellent and makes very effective use of the views of students, which are collected regularly through a wide range of means. The principals and all relevant managers review feedback and act promptly to address issues raised. The schools have very effective performance data analysis procedures, enabling management at all levels to identify priorities for development and put in place actions to meet those priorities. As a result, the schools consistently improve on their excellent provision.
- 5.6 The schools participate in a fee protection scheme.
- 5.7 The schools have well-established teacher training departments and make excellent use of a range of lesson observations to monitor the overall quality of teaching and improve individual performance. Graded observations are thorough. They provide well-targeted feedback to individuals and key themes are collated in a report that identifies areas for improvement for the department as a whole. Excellent annual

appraisals for long-term staff take account of lesson observation outcomes. These processes inform planning of high quality CPD for all teachers.

- 5.8 Staff recruitment, qualifications and suitability checks are excellent. The school follows a safer recruitment policy and all required suitability checks, including identity and right to work in the UK, are made prior to confirmation of appointment. Checks are recorded on an up-to-date single central record of appointments. Evidence of all checks is kept in appropriate staff files.

## **6. ACTIONS AND RECOMMENDATIONS**

The language school has maintained the excellent quality found at the last inspection.

### **Recommendations for further improvement**

In order to further improve the excellent quality provided, the language school should:

- Produce an overview of findings from whole school self-assessment, with clear overall judgements, to summarise and clarify the excellent quality of provision.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietor. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language schools.

### Inspectors

|                        |                |
|------------------------|----------------|
| Ms Dawn Hart           | Lead Inspector |
| Ms Margaret Arokiasamy | Team Inspector |
| Ms Kanwaljit Dhillon   | Team Inspector |
| Ms Christine Reba Edge | Team Inspector |
| Mr Peter Hymans        | Team Inspector |
| Ms Ann O'Toole         | Team Inspector |
| Ms Christine Powell    | Team Inspector |