



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

**MONITORING VISIT**

**LSI EDUCATION - LONDON HAMPSTEAD**

**Company Registration No. – 00846983**

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Principal	Dr Seán Buckley
Proprietor	Mr David Immanuel
Age Range	6+
Total number of students	62
Numbers by age and type of study	Under 16: 1 Under 18: 6 EFL only: 29 FE: only 33
Inspection date	<b>27 November 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 LSI Education is an independent education institution comprising a language school, (LSI Hampstead) and a sixth form college (LSI College). Both are located on one site in Hampstead, London.
- 1.2 LSI Hampstead was established in 1976 and LSI College was established in 2016. At that time LSI Education became the trading name for both the language school and the sixth form college. LSI Education is part of an international education company founded in 1965 that now has five schools in the UK. The proprietor of the international education company is based at the LSI Education site in Hampstead.
- 1.3 The principal of LSI College reports to the proprietor of the LSI international education company. The principal is supported by two vice principals, who oversee academic and pastoral provision at the college, and a director of studies. The vice principal roles have been created since the previous inspection.
- 1.4 The language school is led by an English as a foreign language (EFL) manager, who reports to the director of the LSI London Central language school, which is part of the wider LSI group of language schools.
- 1.5 The aim of LSI Education is to provide the best possible experience for its students.
- 1.6 The language school accepts students from age 16 on year-round adult courses. These include general English courses at all levels of the Common European Framework for Languages as well as one-to-one tuition, business English and preparation for the International English Language Testing System (IELTS), Cambridge Assessment Main Suite, and Test of English as a Foreign language (TOEFL) examinations. The school also arranges bespoke teacher training, mini group, cultural focus and English for specific purposes courses; these were not running at the time of the inspection. Junior courses for students aged 6 to 11 and 12 to 17 are provided in January to February and June to August. Students aged 6 to 11 are only accepted if accompanied to the school and accommodated with older family members. Accommodation for language school students aged 12 years and over is arranged with homestay hosts. The language school also arranges self-catering accommodation for adults in commercial student residences.
- 1.7 At the time of the inspection there were 62 students enrolled: 33 at the sixth college and 29 in the language school. Most were adults and the majority were female. The large majority of students speak English as an additional language, although in the college the vast majority of student have English as a first language. Seven students were studying on Tier 4 visas. The largest nationality groups were British, Turkish and Japanese. The remaining students were recruited from a wide range of countries. Three students had identified additional learning needs.
- 1.8 The institution was previously inspected jointly with LSI Cambridge from 8 to 10 November 2016. They met all Standards for Educational Oversight and the quality of education was judged to be excellent.

1.9 The recommendations from the previous report are:

- Share good practice across all areas of the curriculum in supporting students with specific educational needs
- Improve the analysis of students' progress in English language lesson observations to better inform managers about the quality of teaching and the impact on learning.

## 2. SUMMARY OF FINDINGS

- 2.1 **LSI Education meets expectations.** At the previous joint inspection of LSI Hampstead, LSI Sixth Form College and LSI Cambridge, the organisation was found to exceed expectations and, though the quality of education as judged at that time has not been maintained, at the time of the inspection, all Key Standards were met and, the institution meets expectations.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Course provision is good and promotes progression. It is well tailored to the needs of students and includes very effective support for those with specific educational needs. A good range of language support is provided, but in a few cases, this is not sufficiently targeted or is not suitably intensive at the outset of their course. Courses on offer to Tier 4 students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes. The quality of teaching and its impact on learning is good. Teachers are very knowledgeable and highly skilled in delivery of their subjects. Lessons are planned effectively to provide a variety of engaging activities that promote active participation and good progress for all students. Assessment is excellent. Students are very well informed about their progress and what they need to do to improve. Results of external examinations in the college and progress tracking in the language school demonstrate good levels of progress and attainment throughout the institution.
- 2.3 Students' welfare, including health and safety, is excellent. Provision for health and safety is excellent. All required procedures are consistently implemented and well recorded. Premises are of high quality; they provide an excellent environment for teaching and learning. Admissions and attendance recording are excellent. Records are accurate and attendance levels are very good. Reporting procedures for Tier 4 visa students meet Home Office requirements. Pastoral support is excellent and meets the needs of all students. Relationships throughout the institution are very positive. Safeguarding is excellent and conforms to statutory guidelines. All required checks are made on staff and homestay hosts. Students confirm that they feel very safe and know who to go to with any concerns.
- 2.4 The effectiveness of governance, leadership and management is good. Oversight is excellent. Leadership provides clear educational direction and ensures that the institution's aims are met. Quality assurance is good and self-evaluation is accurate. Leaders make effective use of data and the views of students and staff to drive improvement. Decisions are well implemented. Observations of teaching take place regularly. The quality of written feedback to teachers varies between the language school and the college. Language school lesson observations now include a suitable focus on students' progress in class. Good continuous professional development (CPD) in the language school is based on outcomes from observation. Throughout the institution, there are no personal CPD plans to support individual development. Staff recruitment, qualifications and suitability checks are satisfactory. All appropriate checks are made prior to confirmation of appointment and are recorded on a suitable single central register of appointments. Most staff files contain

evidence of all checks, but in a few cases, evidence has been filed elsewhere, making the checks difficult to monitor.



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

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Share good practice across all areas of the curriculum in supporting students with specific educational needs.
- 3.3 Excellent progress has been made against the recommendation. A senior member of staff has undertaken suitable external training and has shared this with all staff so that they are now more able to identify and support students with specific educational needs. The college has a designated special educational needs co-ordinator (SENCO) who advises and supports both sixth form college and language school teachers in dealing with such needs. Wherever possible, students with specific needs are identified through an application process which elicits additional requirements, and effective arrangements are made for them. Very good individual education plans are devised in discussion with the students and shared with academic staff to enable effective support. Special examination arrangements are made and suitably recorded.
- 3.4 Course provision is good. The range of subjects offered by the college is appropriate for current students. Full time A-level courses include components which provide suitable support to students preparing for higher education. The range of courses delivered by the language school varies according to the time of year. Where students want a course that is not offered during periods in the autumn and winter when the school offers a limited range of courses, they may transfer to LSI London Central. Academic English classes preparing students for university study and to take the IELTS examination are offered to a combined group of EFL and A-level students who are not native English speakers. Thus, the centre provides good progression routes for all students. A good range of additional language support is available to sixth form college students. Teachers and college lesson observation records indicate that a few students are in greater need of targeted support with technical language or intensive EFL support at the outset of their course. Courses on offer to Tier 4 students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes.
- 3.5 The quality of teaching and its impact on learning is good. Knowledgeable teachers plan well to challenge and meet the needs of all students. Activities are varied and engaging, delivery is well paced and students participate actively. Teachers make effective use of a good range of classroom resources, including information technology. Independent learning is well developed. EFL lessons are successful in building the confidence of students and developing good communication skills, with a strong focus on correct pronunciation. A-level teachers are subject experts. They provide clear explanations and use questioning well to enable students to formulate

and express complex ideas. In practical classes there is clear evidence of students learning a wide variety of skills. Students make good progress in all lessons.

- 3.6 Assessment is excellent. Feedback from regular assignments and tests informs students of their progress and areas for improvement. This information is well used in subsequent lesson planning. A-level students receive half-termly reports which provide feedback on their attainment in all subjects. Progress of all students is suitably recorded, tracked and monitored, with interventions made to provide support as required. Results of external examinations in the sixth form college and progress tracking in the language school demonstrate good levels of progress and attainment across the institution.

#### **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 Provision for health, safety and security of premises is excellent. Comprehensive and appropriate health and safety procedures are consistently implemented and well recorded. Fire evacuation drills are completed regularly and actions for improvement identified. There are sufficient trained first aiders and fire marshals. Safety procedures for areas of hazard are comprehensive and well implemented. Risk assessments for the premises and for external visits are detailed and appropriate. The language school effectively monitors the health and safety arrangements in residential accommodation.
- 4.3 The premises are excellent. They are secure, comfortable, clean and well maintained, providing a high-quality environment for teaching and learning. Specialist classrooms are suitably equipped. A computer suite with access to the LSI learning platform is provided for independent study. In addition, students benefit from a comfortable common room and a large garden for relaxation at break times
- 4.4 Registration and attendance recording are excellent. Student files include all required information. Recording of attendance and punctuality is accurate and is closely monitored by managers. Absence is well addressed and results in very good levels of attendance. Reporting procedures for Tier 4 visa students meet Home Office requirements.
- 4.5 Provision of pastoral support is excellent and meets students' needs. Students confirm that they know who to go to with any concerns. Support for students aged under 18 on long-term courses is very well organised and particularly effective. The language school has a designated welfare officer and EFL students have regular tutorials in which they can raise personal or pastoral issues. Relationships throughout the institution are excellent. Students confirm that they are very happy with the provision
- 4.6 Safeguarding is excellent and conforms to statutory guidelines. The centre has comprehensive, detailed and appropriate policies and procedures which are regularly reviewed to ensure compliance. These are known to all staff and are consistently implemented. Safeguarding has a high priority. Arrangements are effectively monitored by the designated safeguarding person in each area of provision. All staff are suitably trained in safeguarding and anti-radicalisation procedures according to their responsibilities. They are aware of their responsibilities for safeguarding and readily communicate any concerns. Any issues are promptly and effectively addressed and very well recorded.
- 4.7 All staff and homestay hosts undergo enhanced Disclosure and Barring Service (DBS) checks. Homestay hosts undertake suitable training and receive clear guidance from the language school on their responsibilities for students aged under 18. No student

aged under 16 years stays in homestay for 28 days. Students confirm that they feel very safe at the centre and, where relevant, in their residential accommodation.

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

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Improve the analysis of students' progress in English language lesson observations to better inform managers about the quality of teaching and the impact on learning.
- 5.3 Progress against the recommendation is good. The language school lesson plan has been revised to include a section in which teachers self-assess achievement of their lesson objectives. Lesson observations include a focus on achievement of objectives and feedback covers the progress made by students. Teachers confirm that they are given helpful feedback and that actions are set to promote improvement, where required. Linked continuous professional development has been provided for all teachers to support the process. As a result, student progress in lessons is good.
- 5.4 Oversight is excellent. The proprietor's vision for the development of the institution is effectively communicated to the leadership team. Leadership provides clear educational direction, resulting in achievement of the institution's aims, the good quality of academic provision and excellent provision for student welfare, health and safety.
- 5.5 Quality assurance is good. Staff and student views are gathered regularly using a range of formal and informal means. Areas for improvement are identified and addressed where practicable; for example, changes have been made recently to the delivery of teaching and assessment and to facilities. Student feedback is analysed monthly and closely monitored by leaders and managers to ensure the maintenance of high levels of satisfaction. Student progress and achievement data is used effectively to review courses and make improvements. Self-evaluation is accurate and well linked to appropriate action planning. Decisions are consistently and effectively implemented.
- 5.6 The quality of lesson observations is good. Teachers welcome the constructive, developmental feedback they receive. In the language school, outcomes from observations result in clear written targets and are used to inform the content of the regular continuous professional development (CPD) sessions delivered in-house. The language school does not do formal appraisals of its regular teachers. Observations of sixth form college lessons do not always result in clear targets for teachers, although teachers confirm that detailed verbal feedback is provided. Outcomes from observations are not formally recorded to inform planning of CPD. The large majority of teachers in the sixth form college have worked there for less than one year so have not yet been formally appraised. The institution does not yet devise individual CPD plans for teachers.

- 5.7 Staff recruitment, qualifications and suitability checks are satisfactory. The institution follows a safer recruitment policy, ensuring that all appropriate checks are made prior to confirmation of appointment and are recorded on a suitable single central register of appointments. Most staff files contain evidence of all checks, but in a few cases, evidence has been filed elsewhere, making the checks difficult to monitor.

## **6. ACTIONS AND RECOMMENDATIONS**

LSI Education has not maintained the excellent quality found at the previous joint inspection with LSI Cambridge.

### **Recommendations for further improvement**

In order to further improve the good quality provided, LSI Education should:

- Implement a systematic approach to maintenance of staff files to ensure that they contain evidence of all required checks made prior to appointment.
- Implement a formal appraisal procedure for teachers throughout the institution to provide effective support for individual development.
- Ensure that areas for development identified in lesson observations inform appraisal and planning of CPD for all teachers to further raise the quality of teaching and learning.
- Ensure that college students are provided with the most appropriate form of language support from the outset of their course so that all students maximise their progress.

## 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 institution.

### Inspectors

Ms Dawn Hart	Lead Inspector
Ms Jane Beeson	Team Inspector
Ms Kanwaljit Dhillon	Team Inspector