



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

**LSI EDUCATION -
LONDON HAMPSTEAD AND CAMBRIDGE**

(Company Registration No. 00846983)

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General Manager UK Schools	Mr Phil Scherb		
Proprietor	Mr David Immanuel		
Age Range	12+		
Total number of students	110		
Numbers by age and type of study	16 – 18	8	
	18+:	102	
	EFL only:	103	
	FE only:	7	
Inspection dates	8 - 10 November 2016		

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 LSI Education is an international company founded in 1965 with headquarters in London and 4 centres in the UK and a further 11 worldwide. However, the scope of this inspection is limited to the two schools in Hampstead, London and Cambridge. The group aims to ensure that students get the best possible language experience. The director at the Cambridge school is the general manager for the UK centres and reports to the managing director who is based at the group head office in central London. The principal of the London Hampstead school reports to the general manager.
- 1.2 The schools offer general English language courses from elementary to advanced levels, examination preparation including the International English Language Testing System (IELTS) and the Cambridge suite of examinations. In addition, individual tuition, business English, and English for academic or specific purpose is offered. The schools offer a young learners English language programmes for students aged 12-17 years in January and July each year. Courses run for 1 - 50 weeks and students can join the schools weekly.
- 1.3 The LSI Independent Sixth Form College was established in September 2016 offering tuition for A levels and GCSEs. Students are assessed prior to arrival by interview and a review of English language levels and qualifications.
- 1.4 At the time of the inspection there were 110 students attending the schools, the vast majority being over 18 years. There were an equal number of male and female students, with no students attending on a Tier 4 visa. Students come from a range of countries including Germany, Japan, Brazil and France. English is an additional language for all English language students. Two students at the Sixth Form College have English as a second language. Two students currently have declared a special educational need and /or disability (SEND). Both schools offer a small number of residential options; the vast majority of students stay in host accommodation.
- 1.5 LSI Hampstead was last inspected 28 July 2015 when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.6 LSI Cambridge was last inspected 5 August 2015 when it met all Key Standards and the quality of education was judged to exceed expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. The curriculum is well planned and organised and responds well to individual student's needs and aspirations. Courses on offer to Tier 4 students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes. Comprehensive pre-arrival information and advice enables students to make informed choices about their studies. Initial assessment is thorough and consistently places further education students on the most appropriate course and English language students at the correct level. Teaching is good; classes are well-planned, incorporate individual learning requirements and produce good learning outcomes. Teachers employ a good range of teaching methods and resources and students enjoy their lessons. As a result, students make good progress in lessons and excellent progress in tutorials, independent study activities and in examinations. There is outstanding support for students with specific educational needs on the A level programmes. Students' work is regularly assessed and they receive very high quality feedback on what they need to do to improve. Consequently, students make excellent progress in their studies.
- 2.3 Students' welfare, including health and safety, is excellent. There are comprehensive health and safety and welfare policies that are well-managed and effectively monitored for implementation. Systems and processes to manage health and safety, including fire safety, are excellent and the schools maintain meticulous records. Both schools provide students with excellent facilities enabling them to study in comfort and safety. Students receive an excellent induction that successfully supports them to quickly settle into their studies and the local community. Registration and attendance records are accurate with excellent systems and processes in place that meet Home Office requirements for students attending on Tier 4 visas. The systems for supporting students aged under 18 years are excellent contributing to effective safeguarding practice. Pastoral care is excellent with staff promptly identifying and supporting students' individual needs. Students receive high quality information and advice on further study options. Safeguarding arrangements are good with well-trained staff and effective managing and recording systems. Accommodation arrangements are excellent with safe and secure residences that are managed and registered in accordance with national requirements. Host family accommodation is excellent.
- 2.4 The effectiveness of governance, leadership and management is excellent. The educational direction is clear and very well communicated by the managing director and delivered through an effective management structure and supported by successful policies. Student support and care are outstanding, contributing to high educational standards. There is a highly effective quality assurance system that supports accurate self-assessment as well as responsive and successful development

planning. Student feedback and performance data is used well and results in prompt and focussed improvement target setting and continuous improvement. However, observations of English language teachers' practice are not sufficiently assessed to provide evidence of the impact of teaching on student outcomes. The arrangements for staff recruitment are excellent with all pre-employment checks undertaken prior to appointment.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 Assessment prior to arrival is excellent. A wide range of information, advice and guidance successfully enables students to choose the best course of study for their personal goals and future aspirations.
- 3.2 Assessment on arrival is thorough and effectively supports placement at the correct language level for students studying English language. Teachers make excellent use of assessment information in their lesson planning and very few students change class or levels.
- 3.3 The policy and procedures to advise and assess students applying for A level courses are excellent and results in these students being placed on the correct programme for their individual needs. Assessment information is used very well by teachers and lessons successfully enable individual and group learning and support needs.

3.(b) Suitability of course provision and curriculum

- 3.4 The suitability of course provision and curriculum is excellent. The curriculum is well-planned and organised, with excellent communication between the programme managers. As a result, the curriculum is highly flexible and allows students to progress successfully through general English levels and examination classes. Courses are accurately represented in the website and in printed materials.
- 3.5 Support for all students is excellent and there is outstanding individualised support for A level students with specific special educational needs.
- 3.6 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.(c) The quality of teaching and its impact on learning

- 3.7 The quality of teaching and learning is good. Teachers have excellent subject knowledge and are highly skilled. Lessons are well-paced and interesting with the vast majority employing wide variety of activities as well as making excellent use of different cultural backgrounds. Teachers successfully motivate students resulting in them making good progress in lessons. Students demonstrate confidence in their subject skills and work very well with their peers producing work of the highest standard. Students report they enjoy their lessons and consider they make very good progress. Achievement levels are high.
- 3.8 Assessment is regular, consistent and thorough across all courses, in class, in tutorials and on written work and assignments. Teachers make excellent use of oral and written feedback to ensure students know what they need to do to improve. Target setting in the online tutorial process is outstanding.

- 3.9 Classroom resources are high quality, well chosen and effectively support students to practise skills, which alongside an excellent range of self-study resources, successfully enables all students to take responsibility for their own learning whilst they are in the UK.

3.(d) Attainment and progress

- 3.10 Attainment and progress are excellent. In English language lessons students make good progress demonstrating confidence in their understanding and application of learning skills and language acquisition. The evidence from lessons and scrutiny of work shows that overall these students make good progress in lessons and excellent progress in independent study activities and written assessments. The results of students who sit examinations are excellent.
- 3.11 A level students make excellent progress in lessons demonstrating high levels of understanding and application of subject knowledge and academic skills. These students produce outstanding written work and demonstrate very high levels of achievement in assessments.
- 3.12 Students report they are very happy with the progress they are making. Attendance levels are high and punctuality is excellent.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 The arrangements for health, safety and security of premises are excellent. Policies are clear and comprehensive and successfully promote and support student safety and welfare. Effective policies are well monitored and as a result the schools provide a safe and secure environment for staff and students. The arrangements for managing fire safety and first aid are excellent with high levels of staff trained to support these activities. There are appropriate arrangements for supporting students who are ill or injured. There are highly effective systems to monitor and mitigate risk including fire safety and accurate records are maintained. Students report feeling very safe in their school and in the UK.
- 4.2 The quality of school premises is excellent. Buildings are comfortable, clean and well maintained providing an attractive and safe environment for everyone. Classrooms are well-organised with appropriate furnishings, soundproofing, ventilation and lighting. Student areas provide refreshments and a comfortable environment well used by students who report high levels of enjoyment in socialising with their peers.

4.(b) Student registration and attendance records

- 4.3 Arrangements for student registration and attendance are excellent. The schools maintain accurate and comprehensive records. The arrangements for monitoring student attendance are outstanding with a well communicated policy, highly effective management systems and robust monitoring. Attendance levels are excellent.
- 4.4 The enrolment and attendance procedures and systems meet Home Office requirements for students attending on Tier 4 visas.
- 4.5 The arrangements for the collection and refund of fees are fair.

4.(c) Pastoral support for students

- 4.6 Pastoral support is excellent. Effective health and safety and welfare policies, successful systems and accessible staff quickly identify issues or concerns and result in prompt support or action. The schools have experienced and knowledgeable staff who by working closely with the academic teams ensure students are well cared for. Records are thorough and well maintained providing a very clear record of student support. Students confirm they are confident in approaching school staff and consider themselves very well cared for and inspectors agree with this view.
- 4.7 Students receive a well-planned and thorough induction that successfully supports them to quickly settle into their studies and the local community. There is an excellent social programme that includes a very wide range of social, cultural and artistic activities and visits. The social programme is appealing, well subscribed and

enjoyed by students and offers outstanding opportunities for students to explore and become involved in UK culture.

- 4.8 Further study and careers guidance is excellent providing plenty of opportunities for students to consider and plan their future study and career options. Support for A level students is outstanding providing students with very high levels of individualised support and guidance.

4.(d) Safeguarding for under 18s

- 4.9 Safeguarding arrangements are good. Effective policies are well promoted and regularly reviewed for compliance and consistent application. All staff have received safeguarding and Prevent training. Managers are appropriately qualified and successfully ensure policies and procedures are implemented. Welfare records are accurate and well-maintained.
- 4.10 Students under 18 years are well monitored and teachers provide highly effective support and care. These students are placed in host accommodation where all the pre-placement assessments, including Disclosure and Barring Service (DBS) checks have been undertaken.

4.(e) Residential accommodation

- 4.11 The quality of residential accommodation is excellent. School residences are well managed and registered in accordance with national requirements. Premises are safe, fit for purpose and provide good opportunities for students to integrate and socialise.
- 4.12 The arrangements for managing and monitoring host accommodation are excellent. The vast majority of host families have been supporting the schools for a long time and students are very well cared for. Nearly all students are happy with their accommodation and quickly settle into their studies. There are excellent monitoring systems that quickly identify issues, resulting in very prompt action and as a result students express high levels of satisfaction with the management of their accommodation.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight is excellent. The managing director provides highly effective oversight and governance. There is excellent communication, well-promoted policies and effective systems that successfully ensure the organisation's aims are achieved. All statutory obligations and legal permissions, including those for health and safety and welfare are achieved.
- 5.2 The managing director successfully maintains high standards with high quality resources and is committed to promptly responding to student feedback. Financial management is highly effective and successfully supports and challenges managers to drive improvement across the schools.

5.(b) Management structures and responsibilities

- 5.3 The management structure is highly effective. Roles are well-organised with clearly designated responsibilities and accountabilities. There are highly effective monitoring systems that ensure policies are well-managed and provide clear direction in line with the organisation's aims and ethos. Students receive excellent levels of individual support, attention and care. The schools attract and retain well-qualified and experienced staff who are given excellent training and support opportunities that successfully develop skills and contribute to the schools high customer service standards.
- 5.4 The self assessment process is excellent. It successfully incorporates the views of staff and students and provides an accurate view of the school's performance and results in highly successful improvement planning.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance is excellent. Effective quality systems, including regular student feedback successfully monitor and measure the quality of educational standards. Managers make excellent use of student progress and attainment data and this successfully provides the basis for driving and measuring improvement. There is an excellent response to a wide variety of informal and formal student feedback resulting in effective support and targeted interventions and this is reflected in the very high levels of student satisfaction.
- 5.6 The appraisal process is effective and successfully supports staff development through appropriate target monitoring. The outcomes from lesson observations are included in the staff appraisal process, however, in English language lessons there is insufficient assessment of the quality of teaching and the impact on student outcomes. As a result, managers are unable to use this information to share good practice and strengthen the curriculum.

- 5.7 There is a well promoted and clear complaints procedure with appropriate procedures for independent adjudication. The organisation provides a fee protection scheme.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.8 The arrangements for staff recruitment are excellent. There are job descriptions for all staff which clearly identify roles and responsibilities. All pre-employment checks including two references and DBS checks are undertaken prior to appointment. The central register of appointment is accurate and staff records are well maintained.

5.(e) Provision of information

- 5.9 The provision of information is excellent with details on the website and in printed material accurately representing the schools.
- 5.10 All requests for information to support the inspection were responded to in a timely manner.

6. RECOMMENDATIONS

Recommendations for further improvement

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

- 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.

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 managing director, and attended registration sessions. Inspectors visited residential accommodation. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the Schools.

Inspectors

Mrs Jacqueline Lawrence	Lead Inspector
Ms Jane Beeson	Team Inspector
Mr Chris Evans	Team Inspector
Ms Mareve Kilbride-Newman	Team Inspector
Mr John Rooney	Team Inspector