



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

INLINGUA CHELTENHAM

(Company Registration Number - 7739420)

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Principal	Mr David Arrowsmith
Proprietor	Mr David Arrowsmith
Age Range	13+
Total number of students	116
Numbers by age and type of study	Under 16: 19 16 – 18: 17 18+: 80 EFL only: 116

Inspection dates	16 Aug 2016 to 18 Aug 2016
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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 Founded in 1990, inlingua Cheltenham is a private English language school and occupies three buildings in the centre of Cheltenham. The school aims to offer students a wide range of educational experiences such as language training, professional development, cultural experiences and exchanges, and using the latest teaching methodologies.
- 1.2 The school is a limited company and operates under licence from the inlingua group of language schools. It is run by the principal, who has also been the proprietor and the inlingua licence holder since 2004. There is one other shareholder who does not take part in the running of the school. A board of governors has recently been formed, consisting of the principal and four other key members of staff.
- 1.3 At inlingua Cheltenham students are currently offered: general English language and examination preparation courses for those aged over 16 years of age: Business English for corporate clients; teacher training courses; and short summer courses for younger students. Specialist English courses such as English for Gardens and Tours, Aviation English, Military English, English and CIMA, Work Experience and NCC Foundation courses in Business, Engineering and IT are also offered but were not running at the time of the inspection.
- 1.4 Students can enrol at any time of year, through agents or directly with the school. Initial assessments are carried out by agents and also, for Business students, a pre-course needs analysis. Directly enrolling students are contacted by telephone before arrival to gauge language level and to ensure they fully understand the type of course they have booked and given information about the school in preparation for their arrival. Further assessment is carried out on arrival to ensure that students are placed at the correct level.
- 1.5 During the inspection 116 students were studying at the school, approximately one third of whom were under 18. There are slightly more females than males. The majority of students come from Italy, Spain, the Middle East and Japan and the rest are from a wide range of other countries. Two students have been identified as having special educational needs and/or disabilities (SEND).
- 1.6 The school was previously inspected on 28 July 2015 and was found to exceed expectations at that time.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Initial assessment is excellent. Courses are well matched to the stated aims of the school and the vast majority of students. Courses offered to students on Tier 4 visas meet Home Office requirements. The quality of teaching and learning is good. Teachers plan a wide range of interesting and enjoyable activities that develop students' speaking and listening skills very well. However, teachers do not consistently correct errors in class or on written work. Lessons do not always meet fully the specific needs of individuals with SEND. The majority of students make good progress during their time at the school. Students receive useful feedback after weekly tests. However, longer term students lack specific, measurable targets to enable them to make further improvement.
- 2.3 Students' welfare, including health and safety, is excellent. Effective measures are taken to protect students and staff from fire and other hazards. The school buildings are fit for purpose, secure and well maintained to ensure the health and safety of students and staff, including those with special needs. Student registration and attendance records are excellent. Appropriate procedures are in place to make the required reports to the Home Office if students on a Tier 4 visa do not attend. Students receive excellent pastoral care. A comprehensive induction and varied social programme settles students in quickly and enhances their stay. Arrangements to safeguard students under 18 are good. Home stay accommodation is appropriate and well managed.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietor, who is also the principal, effectively oversees the operation of the school. He ensures that suitable staff and sufficient resources are available. All legal permissions are in place. Managers fulfil their duty to maintain a good standard of education and to safeguard students under 18. They ensure policies are appropriate and implemented. Quality assurance is good. However, teachers do not receive sufficient training and development to ensure that they meet the needs of students with SEND effectively. The school's self-evaluation is broadly accurate. The newly formed board of governors identify areas for development of the school but have yet to use detailed analysis of data to set specific measurable targets for improvement. Students are satisfied with their experience at the school and would recommend it others. Staff recruitment procedures are rigorous and all the necessary checks are made including staff's suitability to work with students under 18. The provision of information is good.

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

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

- 3.1 The school's assessment of students prior to and on arrival is excellent. The large majority of students are referred by agents who assess prospective students and provide the school with detailed information. The school carries out further assessment on arrival, which includes a speaking component. They use this information very effectively to ensure students are placed on the most suitable course and at the correct level.
- 3.2 The large majority of students feel the course they are on meets their needs very well. A procedure exists to transfer students to a different level if required but this is rarely necessary.

3.(b) Suitability of course provision and curriculum

- 3.3 Course provision and curriculum are good. The school provides a wide range of courses, which are regularly reviewed to ensure they match students' requirements. The courses on offer match those advertised on promotional materials and support the school's stated aims. All courses on offer to Tier 4 international students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes.
- 3.4 The curriculum broadly follows inlingua principles of language teaching and is supported by appropriate schemes of work. Courses enable students to make good progress and the vast majority complete their course of study successfully.

3.(c) The quality of teaching and its impact on learning

- 3.5 The quality of teaching and learning is good. Teachers are well qualified and have good subject knowledge. They plan effective lessons, using a wide range of enjoyable and interesting activities. Students have good relationships with their teachers and work cooperatively together in pairs and small groups to develop their speaking and listening skills. In the majority of lessons teachers tailor the lesson materials and activities very closely to the needs and interests of the students so that they work hard and achieve their learning aims.
- 3.6 However in a minority of lessons students do not make as much progress as they could because the pace is too slow and teachers do not consistently correct errors. The activities and materials used do not always meet fully the specific needs of individuals with disabilities or learning difficulties.
- 3.7 Students benefit from access to a well-equipped computer room for independent study and to the learning centre, which is staffed every afternoon. Students value and appreciate the extra support offered to them during these sessions. The school has provided more learning technology, such as computers and large screens in

classrooms; however, teachers are not yet using them to their full advantage in lessons.

- 3.8 Teachers know their students well and monitor their individual progress very carefully in class. Students are kept well informed of their progress through verbal feedback following weekly tests. Longer term students take regular 'move up' tests and have monthly tutorials to assess their progress. However, these are not recorded in sufficient detail on individual learning plans (ILPs) and do not result in specific enough targets to help students reflect on and measure their own progress.
- 3.9 Homework is set regularly and marked by teachers but basic grammatical errors are not always consistently corrected. Teachers do not always give a clear indication to students on what they are doing well and what they need to do to improve further.

3.(d) Attainment and progress

- 3.10 Progress and attainment are good. External examination results, together with the results of internal progress tests, indicate that students achieve their stated learning aims. Students themselves feel that they make good progress in their time at the school.
- 3.11 The school has in place a system by which it evaluates student progress with reference to the Common European Framework (CEFR). Managers monitor the test results of individuals, which are recorded on the school database. Following the recommendation in the previous report, the school has begun to examine the progress of different groups of students in order to inform overall school performance.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Health, safety and security of the premises are excellent. All necessary measures are taken to protect students and staff from fire and other hazards. Students and staff receive comprehensive information on health and safety in their handbooks and during induction. Appropriate fire safety procedures are in place and sufficient staff are trained to act as marshals in the event of a fire. Managers are proactive in identifying potential hazards and correcting them. External trips and activities are risk assessed. Equipment is regularly and thoroughly checked for safety. The school has a clear and well implemented first aid policy and an adequate number of trained first aiders. Suitable arrangements are in place for dealing with students who are injured or unwell. Accurate records are kept of incidents.
- 4.2 The school buildings are fit for purpose and well maintained to ensure the health and safety of students and staff, including those with special needs. Classrooms and common areas are appropriately furnished and decorated to provide a comfortable environment for learning and socialising. All parts of the buildings are kept in a clean and tidy state with satisfactory lighting, heating and ventilation. There are sufficient washrooms which are hygienically maintained.
- 4.3 Security of the premises is good to ensure the safety of students and staff. There is adequate access to and from the school buildings for students and staff, including those with special needs. Access to classrooms and toilet facilities for wheelchair users is limited to the ground floor of the main building.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are excellent. Admission and attendance records are accurate and extremely well maintained. Attendance is closely monitored and absences followed up. Students aged under 18 years are required to sign in daily at reception on arrival. If they are absent, action is taken immediately to ensure their safety. A procedure is in place for reporting the absence of students on a Tier 4 visa to the Home Office as required.
- 4.5 The policy and procedures for the collection and refund of fees and deposits are clearly set out in the school's terms and conditions.

4.(c) Pastoral support for students

- 4.6 The pastoral care provided by the school is excellent. Students receive comprehensive information during induction that helps them to settle into their studies and life in Cheltenham. Relationships between staff and students from a wide variety of countries are very positive within a tolerant and friendly atmosphere. The vast majority of students would recommend the school to other students.

- 4.7 Students say they feel safe in the school and are highly satisfied with the care provided to them. They know who to go to if they have any concerns and confirm that staff are friendly and approachable. The school ensures that younger students are particularly well cared for and provides well for the safety and comfort of students with physical disabilities such as visual impairment.
- 4.8 A programme of social events, as well as trips to towns and places of interest beyond Cheltenham, enhances students' stay and experience of life in the UK. The programme is changed weekly and adapted to suit the needs and interests of different groups. All activities are suitably risk assessed to ensure students' safety.
- 4.9 The learning support service provides students with constructive advice on their next steps into either higher education or work. Practical help is also provided such as guidance on writing their curriculum vitae (CV). Students are given assistance with finding local part time jobs and work placements to enhance their language learning and experience of life in the UK.

4.(d) Safeguarding for under 18s

- 4.10 Arrangements for safeguarding and protecting children are good. The school has in place appropriate policies and procedures to safeguard students under 18 on the school premises and in their home stay accommodation. Designated safeguarding lead persons are identified and they, and all staff, have undertaken appropriate training in safeguarding and preventing radicalisation and extremism. The school has good links with the local safeguarding children and channel boards, although no reports have been made to date. The school has appropriate codes of conduct and procedures to monitor and ensure the safe use of technology and social media. Students say they feel safe in the school.

4.(e) Residential accommodation

- 4.11 Residential accommodation is good. The school does not own or directly manage any residential accommodation but arranges host family accommodation for the majority of students. Accommodation is carefully chosen and well managed. All appropriate checks are carried out to ensure the suitability, safety and comfort of the accommodation to meet the students' needs. Students receive useful background information about their host family in advance to help them settle in. Most students speak well of their accommodation. Complaints are few and those that do arise are resolved swiftly.
- 4.12 Disclosure and Barring Service (DBS) checks are carried out appropriately for those families hosting students under 18. A few students under the age of 16 stay over 28 days in the host family and in these circumstances the required reports are made to the local authority.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 The quality of ownership and oversight is good. The proprietor, who is also the principal, has good oversight of the school. He provides clear educational direction for the school in line with its aims and supports this with appropriate policies and procedures, which are regularly reviewed.
- 5.2 The principal shares decision making with senior managers but retains overall responsibility for maintaining educational standards and providing sufficient finances, accommodation and resources. He ensures that the school fulfils its duty to ensure the health, safety and welfare of students and to safeguard students under 18. All legal permissions are in place.
- 5.3 The newly formed board of governors is developing a valuable role in evaluating the success of the school and recognising opportunities for development. However, the governors have yet to use detailed analysis of data to set specific measurable targets for improvement.

5.(b) Management structures and responsibilities

- 5.4 Management structures and responsibilities are good. Effective communication between the principal, senior managers and staff ensures that educational direction is clear and all staff fulfil their roles and responsibilities. Managers ensure that school policies and procedures are implemented and that a good standard of education is maintained.
- 5.5 Managers are successful in appointing well qualified and experienced staff. They provide training and ensure all staff understand their responsibility to safeguard students under 18. The school now has a staff development plan which takes into account the common features from observation reports and appraisal of teachers. However, teachers do not receive sufficient training and development to ensure that they meet the needs of students with SEND effectively.
- 5.6 Self-evaluation accurately identifies strengths and areas for improvement and the school has appropriate plans for further development to meet the changing needs of students and market demands.

5.(c) Quality assurance including student feedback

- 5.7 Quality assurance is good. Feedback from students, staff and agent is collected and analysed in order to make improvements to provision. The large majority of students feel the school listens to their views and responds to their concerns.

- 5.8 Staff appraisal is regular and identifies strengths and areas for improvement. For teachers it includes the findings from lesson observations and provides opportunity for self reflection.
- 5.9 The complaints policy is appropriate and includes provision for independent resolution through English UK if complaints are unresolved. Accurate records are kept of the few complaints that are received.
- 5.10 The school has fee protection scheme in place.

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

- 5.11 Staff recruitment and suitability checks are good. All necessary checks of identity, right to work, employment history and qualifications are made prior to staff appointment.
- 5.12 Recruitment processes are rigorous and meet safer recruiting guidelines. Enhanced DBS checks are made on all staff who may be in contact with students under 18 and vulnerable adults. Recording of these checks is systematic and the single central register includes all the required information.

5.(e) Provision of information

- 5.13 Provision of information is good. The school website contains a good range of information for students and prospective students and all that is required by the framework.
- 5.14 The school provided all the information required by inspectors promptly.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Ensure that students' errors in spelling, grammar and pronunciation are consistently corrected in all classes and on written work
- Set specific and measurable targets for students on ILPs and ensure they are regularly reviewed and progress recorded in tutorial meetings
- Develop the skills of teachers so that lesson materials and activities meet the specific educational needs of all students including those with SEND
- Analyse and monitor key performance indicators and student success data, in order to set specific, measurable targets for school improvement

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and teachers and examined samples of students’ work. They held discussions with senior members of staff and with the governors and 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 college.

Inspectors

Mrs Angela Moir	Lead Inspector
Mrs Suzanne Bell	Team Inspector