



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

MONITORING VISIT

BLOOMSBURY INTERNATIONAL

(Company Registration Number - 03586081)

Full Name **Bloomsbury International**

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Centre Manager Ms Louise Newman

Proprietor Mrs Mie Mori

Age Range 5+

Total number of students 80

Numbers by age and type of study

Under 16:	12
16 – 18	1
18+:	67
EFL only:	80

Inspection date **12 June 2018**

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 Bloomsbury International is a private English language school located in central London. It was established in 2004 and is a private company limited by shares. It is governed by its directors, one of whom, the managing director actively oversees the day to day operation of the school. Its aim is to meet each and every student's learning objectives, to develop staff and provide an environment that promotes core British values.
- 1.2 The school occupies two adjoining buildings. It offers year round courses to students aged 16 years or more, and young learner programmes for those under 16 years. General English courses are provided for students from elementary to advanced levels. In addition, there are English language examination courses, preparing students for the International English Language Testing System (IELTS), Trinity, TOEFL and the Cambridge suite of examinations. Courses in English for specific purposes are also offered, such as business, medical and legal English.
- 1.3 At the time of the inspection there were 80 students, with similar numbers of male and female students. The school accepts students aged 16 years or more on courses which run throughout the year. Students aged 5 to 15 years can study in open or closed groups in January, spring and summer junior programmes. Students have a wide range of nationalities. At the time of the inspection the nationalities most represented are Japan, Turkey, Russia, Italy, Germany and Thailand. English is an additional language for all students. No students were identified with additional learning needs.
- 1.4 Students can enrol on most courses on a weekly basis. Applications for courses are received either directly from students or through its network of agents. Selection onto courses takes place after the school checks applicants' objectives and interests, visa requirements and level of English.
- 1.5 The school was previously inspected on 11-13 October 2016 when all Key Standards were met and the school was judged to exceed expectations.
- 1.6 The recommendation from the previous report is:
 - Ensure electrical appliances in residential accommodation are clearly marked as having been PAT tested.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 11-13 October 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 very well planned and focuses on identifying and meeting students' needs. As a result, courses meet students' educational objectives successfully. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes. Overall, the quality of teaching and learning is excellent. Most teaching is very well planned, using an appropriate range of strategies effectively to involve students fully in learning. Students are highly motivated and make very good progress. In a small proportion of teaching the pace of learning is too slow, limiting the progress made by students. However, all students express a high level of satisfaction with their lessons and teaching, and confirm that they are making very good progress.
- 2.3 Students' welfare, including health and safety, is excellent. Health and safety are very well managed. Comprehensive policies and procedures are fully implemented. This is supported by regular checks of all appropriate safety issues and equipment, including safety testing of electrical appliances in the school and the residential accommodation managed by the school. The premises are of a good quality; they are very well maintained and fit for purpose. Admission and attendance records are accurate and very well organised, and attendance monitoring is systematic. Pastoral care is excellent. Students value the support they receive on personal and welfare issues. Arrangements for the safeguarding of students under 18 years are excellent, with effective procedures which are well understood by staff and well implemented. All school staff are checked to ensure their suitability to work with young students, and all receive regular appropriate safeguarding training. Residential accommodation is very well managed, and accommodation is of a good quality.
- 2.4 The effectiveness of governance, leadership and management is good. The directors provide excellent oversight of the school. They are actively involved in its management and monitor its performance closely. They are aware of their responsibilities and ensure that the education and welfare of students are of a high standard. Leadership and management are good. The management structure is appropriate but a key academic manager post has been vacant for some time. As a result, a minority of management tasks have taken a low priority. However, communication between managers and staff remains very good, supported by regular meetings for all staff and the accessibility of all managers. Quality assurance is good, with student feedback used very effectively to identify issues for improvement. Student progress and achievement data are recorded but they are not used systematically in school self-evaluation or to identify actions for improvement. The selection of new staff is excellent, with all appropriate suitability checks undertaken and recorded efficiently.

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 curriculum is very well planned and is supported by highly appropriate schemes of work and detailed lesson plans. Course planning focuses on meeting the needs of students, who confirm that their courses successfully meet their needs and help them to make very good progress. Regular tutorials and weekly setting and reviewing of individual targets ensure that courses respond well to students' learning objectives. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes.
- 3.3 Course provision is clearly explained in the school's publicity and pre-course information. Students state that their courses closely reflect course publicity and meet their expectations well.
- 3.4 Overall the quality of teaching and learning is excellent. Teachers demonstrate a high level of subject expertise. Most teaching is very well planned and supported by very good learning resources which are used effectively by teachers. In these lessons a wide range of appropriate teaching and learning strategies are used well to involve students actively in learning. As a result, students are highly motivated and make very good progress. Students are engaged fully in learning. They work well together to practise and develop their language skills with effective monitoring and support from teachers, including sensitive error correction where necessary. In a small proportion of teaching the pace of learning is slow which limits students' progress; students have limited opportunities to practise their language skills together and there are occasional examples of inaccurate information. However, all students express a high level of satisfaction with their lessons and their teachers.
- 3.5 Assessment is very well organised and provides students with regular and constructive feedback about their attainment and what they need to do to improve. Students make very good progress in the large majority of lessons. They confirm that they are well informed about the progress they are making. They speak positively about their developing language skills and how their understanding and ability to express themselves in English had improved rapidly as a result of their courses.

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 The recommendation in this area from the previous inspection report is:
- Ensure electrical appliances in residential accommodation are clearly marked as having been PAT tested.
- 4.3 Excellent progress has been made against this recommendation. Electrical appliances in residential accommodation and the school premises have been recently tested and marked to confirm this testing. A system for regular testing of all health and safety issues in the residential accommodation is in place and is well managed.
- 4.4 The management of health and safety is excellent. Appropriate policies and procedures for health and safety and emergencies are in place. They are comprehensive, up to date and fully implemented. Health and safety has a high priority within the school. All appropriate safety issues and equipment are checked thoroughly and regularly. Such checks are recorded systematically and appropriate actions are taken to maintain or improve the standard of health and safety where necessary. Emergency and first aid procedures are well planned with sufficient staff trained as fire marshals and first aiders. Students were unable to identify the assembly point to go to after an emergency evacuation, but this issue is covered well in the student handbook, at induction and on signage in rooms. The school is a safe place for students and staff to study and work.
- 4.5 The premises are of a good quality. They offer well-furnished, light, well-equipped teaching and resource rooms and social areas. They are very well maintained and fit for purpose. Catering facilities are clean and hygienic. The building has steps to the entrance and no lift. Consequently, access is limited for students with physical mobility problems, but good for all other students. Security arrangements are very good.
- 4.6 Admission and attendance records are accurate and very well managed. Comprehensive admissions data are collected effectively and are well organised. Attendance is recorded systematically, and monitored carefully. If any student does not attend and this has not been approved in advance, this is followed up quickly to establish the reasons for this absence. As a result, attendance rates are good. Procedures for informing the Home Office of any concerns regarding attendance by Tier 4 visa students are well understood.
- 4.7 Pastoral care is excellent. A comprehensive framework of support for students is in place, led by a senior manager who has very good contacts with appropriate local and specialist support agencies if they are required. Students are very clear who they should approach for various types of welfare and personal issues. They report high levels of satisfaction in obtaining help when needed. There is a thorough

programme of induction for all new students which prepares them well for living in London and studying at the school.

- 4.8 Safeguarding is excellent. The safeguarding policy is detailed and clear; it is regularly updated. All school staff undergo enhanced Disclosure and Barring Service (DBS) checks to ensure that they are suitable for working with students under 18 years. Safeguarding procedures, and the school's strong commitment to the welfare of students, are explained well at the induction of both students and staff. As a result, safeguarding issues and procedures are well understood. All staff are trained to the appropriate level in safeguarding and also in radicalism awareness through the PREVENT programme. This training is regularly updated. Teachers are well aware of their safeguarding responsibilities, including the use of procedures for identifying and reporting issues of concern. Students feel safe in the school and residential accommodation.
- 4.9 Residential accommodation is very well managed. Three student houses are managed by the school. These are of a good quality and provide secure accommodation. Other accommodation, including homestays, is managed by registered third party agencies and monitored effectively by school staff.

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 Ownership and oversight are excellent. The two directors work closely with the management team to ensure that there is a clear educational direction. Financial management and planning is strong, ensuring good resources. The directors are aware of their responsibilities, monitor the performance of the school closely and ensure that staff of a high quality are appointed. Consequently, the quality of education and the care of students are excellent. Appropriate policies are in place. These are fully implemented and reviewed regularly to ensure they remain current.
- 5.3 Leadership and management are good. There is a clear management structure, but there has been a vacancy for a key academic manager for a significant period of time. Interim arrangements have been made to cover this post, but a minority of management tasks and monitoring activities have taken a lower priority, and teaching staff are not always clear who to contact with specific issues. However, communication between staff remains very good. There is an appropriate programme of regular meetings which are well attended by all staff. This gives opportunities for staff to provide regular feedback and the school is responsive to their views. There is an open style of management which is used to ensure that relationships between directors, managers and staff are very good.
- 5.4 Quality assurance is good. There is a clear commitment to improving the educational experience of students. Student feedback is collected regularly and analysed thoroughly. It is used effectively to identify issues of concern and possible actions for improvement. Student progress data is recorded efficiently and used well to monitor the performance of individual students. However, it is not used systematically in the evaluation of the school's performance or to identify areas for improvement. Self-evaluation is good. It results in an annual report identifying a realistic set of strengths and areas for development. Actions for improvement are recorded regularly in meetings, and managers effectively identify priorities for improvement.
- 5.5 The selection of new staff is very thorough. A comprehensive safer recruitment policy is fully implemented. All appropriate identity and suitability checks are made and recorded efficiently, including DBS checks. The school maintains a comprehensive single central record of the key checks made.
- 5.6 The provision of information is very good. The website and other information on courses and facilities are clear and well presented, and provide realistic and accurate information. The school was responsive in providing all requested information to inspectors prior to and during the inspection.

6. ACTIONS AND RECOMMENDATIONS

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

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

- Fill all management posts to ensure that management roles and responsibilities are clear, and all management tasks are undertaken.
- Share good practice in order to improve teaching in the small proportion of less effective teaching.
- Strengthen the use of student achievement data in self-evaluation.

INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. They held discussions with senior members of staff 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 language school.

Inspectors

Mr Neil Haynes	Lead Inspector
Ms Christine Reba Edge	Team Inspector