



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

MONITORING VISIT

INLINGUA CHELTENHAM

(Company Registration Number - 07739420)

Full Name	inlingua Cheltenham
Address	Rodney Lodge, Rodney Road, Cheltenham, GL501HX, England
Telephone Number	01242250493
Email Address	info@inlingua-cheltenham.co.uk
Website	www.inlingua-cheltenham.co.uk
Principal	Mr David Arrowsmith
Proprietor	Mr David Arrowsmith
Age Range	13+
Total number of students	220
Numbers by age and type of study	Under 16: 3 16 – 18 145 18+: 72 EFL only: 220
Inspection date	28 July 2015

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 inlingua Cheltenham was founded in 1990. The school has been owned by the present proprietor since 2004. The school became a limited company in 2013. The school operates under licence from the inlingua group of language schools. The proprietor is also the principal. The aim of the school is to provide the highest level of teaching and care to students and to be a centre of excellence.
- 1.2 The school occupies three Georgian buildings in the centre of Cheltenham and uses additional rooms a short distance from the main site if necessary.
- 1.3 The school currently offers English language courses for students from 13 years of age. In addition it offers business English for corporate clients, teacher training courses and vocational courses in business, engineering, information technology (IT), accountancy and aviation. The school offers a range of summer school programmes and courses for open and closed groups throughout the year. All courses are linked to external benchmarks, such as the Common European Framework of Reference (CEFR).
- 1.4 At the time of the inspection there were 220 students enrolled at the school. The school operates a rolling admission procedure. There is an even balance between male and female students. Slightly more than half the students are from the Far East with the next largest group consisting of students from European countries. The remainder are from countries worldwide.
- 1.5 A small minority of students are under 16 years of age and slightly more than half the students are under 18 years of age. The majority of students are attending short summer programmes lasting two weeks. The minority of students are attending longer programme lasting from four weeks to 12 months. The school places long term students in separate classes from those on shorter programmes. There were no tier 4 students registered with the school at the time of the inspection.
- 1.6 A number of closed groups are taught off-site and were not inspected at this time.
- 1.7 At the time of the inspection no student was identified as having special educational needs and/or disabilities (SEND).
- 1.8 The school was last inspected on 16 July 2013 when it met all key standards and was found to exceed expectations. The recommendations from the previous report are:
 - Further develop analysis of trends in student feedback to ensure continuous improvement in the student experience
 - Ensure that outcomes from staff observations lead to appropriate training opportunities to ensure that all teaching is of a high standard
 - Develop procedures to ensure that safeguarding requirements are understood and adhered to by visiting leaders, especially when on trips and visits under the direction of school staff.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 16 July 2013 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. The curriculum is well designed to meet students' needs and enable all students to progress extremely well. All Tier 4 courses lead to United Kingdom Visa and Immigration (UKVI) approved outcomes. All courses are linked accurately to external benchmarks such as CEFR. Initial testing is thorough and allows for accurate planning for individual student progress. Teaching is excellent and classes are well planned. Teachers use a variety of effective methods to enable students to gain new knowledge and skills very quickly. Assessment is accurate and timely. Tutorials are used effectively to inform individual students of what do in order to progress well.
- 2.3 Students' welfare, including health and safety, is excellent. Comprehensive health and safety policies and procedures are successfully implemented to effectively minimise the risk from hazards, including fire. First aid procedures are excellent. Buildings are fit for purpose and very well maintained. Wheelchair access and facilities are good. Accurate registration and attendance registers are kept. Appropriate procedures are in place to inform UKVI of any concerns regarding Tier 4 students. Pastoral care is excellent. Students value the comprehensive induction programme which they see as excellent. The school complies with all safeguarding regulations including those with regard to students in home stay accommodation.
- 2.4 The effectiveness of governance, leadership and management is excellent. Clear educational direction is evident in the quality of education and care of the students. Communication and relationships between members of the senior management team are both excellent and highly effective in ensuring the smooth running of the school. High calibre and experienced staff are recruited and effectively checked for their suitability to work with all students. Quality assurance is a strength of the school. Student feedback is used very successfully to prioritise areas for improvement in the quality of experience for students during their time at the school. The staff appraisal system successfully supports teachers in maintaining high standards. All staff have current DBS checks. All required checks and information regarding staff is meticulously recorded. Details of courses publicised on the school website are accurate. The school complied with all requests for information regarding the inspection.

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 A clear statement of educational purpose is effectively implemented and well supported by a comprehensive curriculum including accurate schemes of work.
- 3.3 The course provision and curriculum are excellent. The subject matter and courses are highly relevant and, in some cases, tailor-made for student's needs. Consequently all courses are appropriate for the ages and skill aptitude of students and enables them to learn and make excellent progress. All Tier 4 courses lead to outcomes which meet UKVI requirements.
- 3.4 Initial testing is accurate and used effectively to place students on courses which are appropriate for their academic and personal needs. The data is used very well to generate Individual Learning Programmes (ILPs) which enable teachers to effectively support student progress from the beginning.
- 3.5 Teaching is excellent and enables students to acquire new knowledge and make excellent progress against starting levels and to progress smoothly to their next academic or career goals. Classes are well planned and offer a variety of enjoyable and interesting activities to engage students successfully. The majority of classes are well paced. Teachers are well qualified, experienced and committed to delivering quality lessons.
- 3.6 Assessment is used very effectively in lessons to enable students to progress. Fortnightly tests accurately monitor student progress. The tutorial system uses this information well to inform individual students of what to do to progress to the next level. Teachers use classroom resources available well.
- 3.7 Attainment against starting levels and length of course is excellent and all students progress well. Progress of individual students is accurately monitored and appropriate intervention used if necessary. All progress is measured against external benchmarks such as CEFR. The data is used well in relation to individual student progress but is not yet consistently used to monitor the progress of specific groups of students. Students performed exceptionally well on external examinations.

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:
- Develop procedures to ensure that safeguarding requirements are understood and adhered to by visiting group leaders, especially when on trips and visits under the direction of the school staff.
- 4.3 The school has made excellent progress towards addressing this recommendation. There is now a safety checklist in place which all visiting group leaders are required to complete and sign. This checklist is used well during the induction of groups and their leaders on arrival. The safeguarding policy and procedures of the school are included in this along with other relevant school information.
- 4.4 The school demonstrates proper regard to protecting its students from accident and hazards in class and on all school trips and activities. The fire safety conforms to all legal requirements. All risk assessment and equipment checks are regular and thorough. Well-kept records indicate that all risk assessment and legal requirements regarding protection from fire are complied with. First aid policy and procedures are clear, effective and well publicised to the school community. Staff must sign that they have read and understood all policies and school procedures and these are covered well during staff and student induction. Both staff and students report that they are familiar with first aid and emergency procedure. Records of all emergency evacuations are detailed and used to improve the provision.
- 4.5 Having regard for the number, age and needs of students the school buildings are fit for purpose and maintained very well. The school has good facilities and access for disabled students. Students who use wheelchairs or who are partially sighted have successfully completed courses at the school. School security is excellent.
- 4.6 The school maintains accurate registration and attendance records and procedures are in place to report any concerns to UKVI.
- 4.7 Pastoral care is a strength of the school. Well publicised systems are successfully implemented to support the students and make their stay safe, pleasant and academically successful. Students feel that all staff are accessible and value the prompt and efficient way their requests and concerns are dealt with. They particularly value the excellent induction programme. The pastoral and welfare staff and their designated roles is well publicised around the school and the principal has a high profile and is accessible to students. Communication is excellent within the welfare team and between the team and other staff. This is instrumental in allowing the team to offer the high quality service and care that is apparent and which is appreciated by students.
- 4.8 The student induction programme is effective in enabling students to settle down smoothly and quickly.

- 4.9 Safeguarding arrangements exceed expectations. In addition to the designated safeguarding officer, five other members of staff have level 3 training and the entire staff, including the proprietor, is trained to level 2. All school safeguarding policies and procedures are robust and effectively implemented and monitored in the school. There is a close link with the local authority safeguarding team and frequent, effective communication is evident on a regular basis. The school's e-safety procedures are particularly robust and thorough.
- 4.10 Arrangements for safeguarding regulations regarding home stay accommodation are in accordance with current national statutory requirements. The school is aware of the regulations regarding under-16s being accommodated with a host family for more than 28 days but have so far not had to address this issue. Where students under the age of 18 years are accommodated with host families the main carer has a current DBS and barring check.

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 recommendations in this area from the previous inspection report are:
- Further develop analysis of trends in student feedback to ensure continuous improvements of the student experience
 - Ensure the outcomes from staff observations lead to appropriate training opportunities to ensure that all teaching is of a high standard.
- 5.3 Excellent progress has been made in addressing the first recommendation. The school has developed an effective on-line system for gathering student feedback. The data is aggregated and represented graphically which enables fast and accurate identification and analysis of different groups. This leads to well managed continuous improvement of the quality of students' experience during their time at the school.
- 5.4 Satisfactory progress has been made in addressing the second recommendation. The school now uses lesson observations together with student feedback to identify areas of improvement and training targets for individual teachers. There is a wealth of information on the database but so far this has not been used consistently for whole school training purposes. There are plans in evidence to use this data to develop continuous professional development (CPD) in the autumn.
- 5.5 The leadership of the school provides clear educational direction as reflected in the quality of education, the care of students and the fulfilment of the school's aims and ethos. There is a clear management structure and both formal and informal communication is accurate and effective. Excellent relations exist between all members of the senior management team (SMT) who function well as a team. There are also excellent relationships between the SMT and all other staff.
- 5.6 The school recruits and retains high calibre, experienced staff. Most have been at the school for a good many years, some more than 10. The staff feel very well supported individually by the senior management team and see the school as a smoothly run institution. All suitability checks are completed.
- 5.7 Quality assurance mechanisms are excellent. The quality of the provision is effectively monitored by the SMT and the information used to accurately identify priorities for improvement, to develop realistic plans for improvement and to effectively monitor any impact these decisions may have on the maintenance of existing high standards.

- 5.8 Regular staff appraisal, which includes lesson observations, leads to the accurate identification of areas for improvement in teaching.
- 5.9 Staff recruitment is clear. All regulations and procedures including safeguarding are strictly adhered to. Staff files are complete and up to date. The information includes a medical self-disclosure form and all other relevant information. All checks are completed prior to confirmation of appointment. This information is currently being uploaded onto a single central register.
- 5.10 The website is attractive, user friendly and contains accurate information regarding courses offered by the school.
- 5.11 The school complied with all requests for information in connection with the inspection.

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:

- Use the data generated from the monitoring progress towards specific academic targets by individual students, to identify group trends in academic performance.
- Further develop the effective use of staff appraisal to plan appropriate training for teachers.

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, and observed registration taking place in lessons. Inspectors scrutinised records and documents regarding 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

Ms Mareve Kilbride-Newman	Lead Inspector
Mrs Pauline Bateman	Team Inspector