



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

ST GILES INTERNATIONAL (LONDON CENTRAL AND BRIGHTON)

(Company Registration Number - 00596651)

Full Name	St Giles International (London Central and Brighton)		
Address	154 Southampton Row, London, WC1B 5JX		
Parent\Company name	St Giles Schools of Languages Limited		
Telephone Number	020 7837 0404		
Email Address	mrendell@stgiles.co.uk		
Website	www.stgiles-international.com		
Principals	Mr Mark Rendell (London Central) Mr Niall Chafey (Brighton)		
Proprietor	Mr Mark Lindsay		
Age Range	16+		
Total number of students	547		
Numbers by age and type of study	16 – 18	17	
	18+:	530	
	EFL only:	533	
	FE only:	14	

Inspection dates **14-16 September 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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	5
(a) Assessment of students prior to or on arrival	5
(b) Suitability of course provision and curriculum	5
(c) The quality of teaching and its impact on learning	5
(d) Attainment and progress	6
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	7
(a) Health, safety and security of the premises	7
(b) Student registration and attendance records	7
(c) Pastoral support for students	7
(d) Safeguarding for under 18s	8
(e) Residential accommodation	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) Ownership and oversight	9
(b) Management structures and responsibilities	9
(c) Quality assurance including student feedback	9
(d) Staff recruitment, qualifications and suitability checks	10
(e) Provision of information	10
6 ACTIONS AND RECOMMENDATIONS	11
INSPECTION EVIDENCE	12

1. CHARACTERISTICS AND CONTEXT

- 1.1 The St Giles International group is a family-owned limited company established in 1955. There are seven English language schools in the UK, USA and Canada and two franchise schools in Brazil. This inspection was of London Central founded in 1987 and the Brighton school located in the centre of the city was established in 1969. The principals of the schools are responsible for operational management and oversight is by the managing director of the group.
- 1.2 St Giles International aims to provide high quality courses for international students in a positive and inclusive learner environment. Courses are offered in general English, Cambridge English and International English Language Testing System (IELTS) examination preparation, teacher training programmes, individual language tuition and courses specifically designed for business professionals. Courses vary in length from one week to 12 months. Students are assessed on arrival.
- 1.3 At the time of the inspection there were 547 students, including 14 teacher trainees, with a slight majority of female students. There was one student attending on a Tier 4 visa. Students are mainly recruited through agents and come from a wide range of countries including: Switzerland, Japan, Turkey, Saudi Arabia, Korea, Italy and France. Students complete a pre-course application form and are interviewed and assessed on arrival. Two students have been identified as having special educational needs and/or disabilities (SEND). All students, except those studying on teacher training courses, have English as an additional language.
- 1.4 St Giles London Central was inspected on 19 May 2015 where it met all Key Standards and the quality of education was judged to exceed expectations.
- 1.5 St Giles Brighton was inspected on 27 May 2015 where 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 flexible, well organised and responds to individual student's needs. Courses on offer to Tier 4 students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes. Pre-arrival information and advice effectively supports students to make informed choices about their studies. Initial assessment is thorough and consistently places students at the correct level. Teaching is excellent; classes are well-planned, incorporate individual learning requirements and successfully support learning outcomes. Classes are interesting and students are highly motivated. As a result, students make excellent progress in lessons and in independent study activities. Students' work is regularly assessed. They receive excellent feedback on what they need to do to improve and as a result, levels of achievement are excellent.
- 2.3 Students' welfare, including health and safety, is excellent. There are comprehensive health and safety policies that are effectively monitored, managed and implemented. Systems and processes to manage health and safety, including fire safety, are excellent and schools maintain meticulous records. Both schools provide students with outstanding facilities that support their learning in comfort and safety. Students receive an excellent induction that successfully settles them into the school and their studies. Registration and attendance records are accurate with excellent systems and processes that meet Home Office requirements for students attending on Tier 4 visas. Students aged under 18 years are highlighted on the schools' registers contributing to effective safeguarding practice. Pastoral care is excellent with staff identifying and supporting students' individual needs promptly. Students receive high quality information and advice including guidance on progression into higher education. Safeguarding arrangements are exemplary with well-trained staff and highly effective managing and recording systems. Excellent residential accommodation is secure, well maintained and is managed and registered in accordance with national requirements.
- 2.4 The effectiveness of governance, leadership and management is excellent. The educational direction is clearly communicated by the managing director and delivered through a highly successful management structure, supported by effective policies. Educational standards are consistently high. Staff are supported to attend training sessions. Regular observations of teachers' practice helps managers to evidence improved student outcomes. There is a highly effective and robust quality assurance system that significantly contributes to accurate self-assessment and successful development planning. Departmental self-evaluation is good but staff views are not sought on agreeing and prioritising improvement targets. Managers use a wide-range of data effectively to set challenging performance targets which

lead to ongoing improvement. The arrangements to collect formal student feedback are standardised across the group. The arrangements for staff recruitment are excellent with all pre-employment checks undertaken prior to appointment. The provision of information is excellent.

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 with students receiving a comprehensive range of information, advice and guidance on courses and programmes. A great deal of care is taken to advise students on the range of study locations and course provision, successfully supporting customer choice and results in very high levels of student satisfaction.
- 3.2 Assessment on arrival is thorough and accurately places students on the appropriate course and at the correct level. Assessment information is used very well by teachers in course planning resulting in successful integration of students into their classes. Consequently, very few students change classes or levels.

3.(b) Suitability of course provision and curriculum

- 3.3 The curriculum is clearly communicated, well-organised, flexible and provides opportunities for students to progress through general English and examination classes. Courses effectively incorporate student assessment information and teachers make excellent use of this in their lesson planning.
- 3.4 All students make excellent progress, in line with the schools' aims. Planning to meet individual needs is outstanding including for those with SEND. Teachers make excellent use of learning opportunities to plan skills improvement and reinforce learning outcomes. Courses are accurately promoted on the website and in printed material.
- 3.5 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

- 3.6 The quality of teaching and its impact on learning is excellent. Teachers are highly skilled and knowledgeable. Students participate in a variety of interesting activities, and as a result they make excellent progress. Students are stimulated, challenged and supported to explore all the elements of language acquisition in every lesson, resulting in high levels of confidence and skill. Lessons are well paced, provide outstanding opportunities for students to participate and practise their language skills and students make excellent progress. Regular and thorough assessments ensure learners are very well supported to develop their language skills. Teachers provide regular, consistent and clear feedback in classes, tutorials and on written work. All students benefit from individual targeted support in lessons and tutorials, further supporting independent learning.
- 3.7 There is an outstanding range of classroom and self-study resources available that provide students with excellent opportunities to practise skills as well as take

responsibility for their own learning. Students highly value the wide range of resources available and the impact of these on their language development.

3.(d) Attainment and progress

- 3.8 Attainment and progress are excellent. Students make excellent progress relative to their starting points and length of course. Progress is measured against an externally set framework and managers and teachers make excellent use of this to measure progress and maintain high levels of achievement. Tutorials provide all students with excellent individual support and improvement target setting. Examination results are excellent.
- 3.9 Students express very high levels of satisfaction in their progress in class and in independent study.

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. There are clear and comprehensive policies that successfully promote and support health, safety and welfare. Policies and procedures are successfully monitored and, as a result, the schools provide safe and secure environments for everyone. The arrangements for managing fire safety and first aid are outstanding with high levels of staff trained to support these activities. There are appropriate arrangements for students who are ill or injured. There are highly efficient systems to assess and manage risk. Regular fire evacuations and safety checks are carried out and well recorded.
- 4.2 The quality of the school premises is excellent. Students benefit from well cared for, attractive and clean buildings. Classrooms are comfortable and well organised, with good soundproofing, ventilation and lighting. Student areas, including refectories, are uncluttered and clean providing students with plenty of room to socialise.

4.(b) Student registration and attendance records

- 4.3 Arrangements for student registration and attendance are excellent. Administrators maintain accurate and comprehensive records. Student attendance is carefully monitored and subsequently attendance levels are excellent.
- 4.4 The enrolment and attendance procedures and systems to meet Home Office requirements for students attending on Tier 4 visas are excellent.
- 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 vigilant staff ensure concerns or issues are quickly identified and support promptly put in place. Successful relationships between academic and administrative departments ensure students receive timely support. Thorough and comprehensive welfare records are maintained providing a very clear overview of support, and results in the highly efficient management of students' welfare.
- 4.7 Student induction is comprehensive, well-planned and effectively supports students to settle into their studies. There is an outstanding social programme, that is popular with students, providing an excellent range of opportunities for social and cultural exploration, integration and tolerance. Students consider these opportunities contribute to a better understanding of life in the UK and inspectors agree with this view.

- 4.8 Further studies guidance is excellent and provides plenty of opportunities for students to plan and take responsibility for their future study, careers and employment options.

4.(d) Safeguarding for under 18s

- 4.9 Safeguarding arrangements are excellent. Effective policies are well promoted and are regularly reviewed for consistency in application and implementation. All staff have received training in safeguarding, are vigilant in their roles and successfully fulfil their obligations. Detailed welfare records are maintained.
- 4.10 Students under 18 years are clearly highlighted on class registers which ensures teachers are able to provide very effective monitoring and care. There are sufficient designated child protection officers in each school to enable effective oversight of young learners. All students under 18 years are placed in host accommodation where the host has undertaken all the necessary pre-placement assessments including Disclosure and Barring Service (DBS) checks.

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 very safe, fit for purpose and offer students excellent opportunities to socialise and make friends.
- 4.12 Host accommodation is very well managed with highly organised systems and processes to support students to settle in quickly. Students are well matched with host families to ensure they have an excellent experience. As a result students report very high levels of satisfaction.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

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

5.(b) Management structures and responsibilities

- 5.3 Management structures are excellent with well organised, defined and delegated responsibilities that are regularly monitored for effectiveness and compliance. Policies are very well managed, and clearly promote the organisation's aims. As a result, educational standards are consistently high.
- 5.4 St Giles International attracts and retains well-qualified and experienced staff who are able to participate in a wide-range of professional development and training activities. The arrangements for staff training are excellent. Managers monitor training attendance and staff can either attend another session or access training materials via their line manger. These contribute to students receiving outstanding educational and pastoral support.
- 5.5 The self-assessment process is excellent. Staff views are highly valued and they are supported to participate in departmental self evaluation, however not all staff are involved in setting targets for improvement and miss the opportunity to add their views to prioritising resources.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance, including student feedback is excellent. There are highly effective systems that measure the quality and impact of education standards. Student progress and attainment data provides managers with outstanding levels of performance information that enables them to set realistic improvement targets for the organisation. Managers' response to formal and informal student feedback is prompt and results in targeted interventions and, as a consequence, there are consistently very high levels of student satisfaction.
- 5.7 The outcomes from lesson observations are included in the staff appraisal process and improvement targets are set and reviewed at subsequent observations.

Rigorous performance management processes continue to improve standards of teaching and learning. This leads to enhanced student outcomes.

- 5.8 Students are given sufficient opportunities to provide formal feedback with collection methods standardised across the schools. Managers make excellent use of all student feedback.
- 5.9 There is a well promoted and transparent complaints procedure with appropriate systems for independent adjudication. There is an appropriate fee protection scheme in place.

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

- 5.10 The arrangements for staff recruitment are excellent. All pre-employment checks, including collecting references and DBS checks, are undertaken. There is an accurate and well-managed central register of appointments. Staff records are meticulously maintained.

5.(e) Provision of information

- 5.11 The provision of information is excellent with details on the website and in printed material accurately representing the schools.
- 5.12 Managers from both schools responded to all requests for information to support this inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Provide opportunities for staff to critically review their department's self assessment to ensure that it reflects their priorities for further improvement.

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 language school.

Inspectors

Mrs Jacqueline Lawrence	Lead Inspector
Ms Jane Beeson	Team Inspector
Ms Dawn Hart	Team Inspector
Mr Mark Marr	Team Inspector
Mr Harvey O’Leary	Team Inspector
Mr John Rooney	Team Inspector