



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

EXTENDED MONITORING VISIT

LANGUAGE SPECIALISTS INTERNATIONAL (LSI PORTSMOUTH)

Company registration no. – 1874846

Full Name	Language Specialists International (LSI Portsmouth)
Address	1-13 Lord Montgomery Way, Portsmouth, Hampshire, PO12AH
Parent Company name	Neath Port Talbot College Group
Telephone Number	02392291811
Email Address	info@lsi-portsmouth.co.uk
Website	www.lsi-portsmouth.co.uk
Principal	Mr Lea Brophy
Proprietor	Mr Mark Dacey
Age Range	18+
Total number of students	128
Numbers by age and type of study	18+: 128 EF only: 128
Inspection date	20 November 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.

An extended monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality 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. Inspectors will also consider the impact of any material change reported since the last inspection.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 LSI Portsmouth is a private education institution located in the centre of Portsmouth. Established in 1985, the school was acquired by the Neath Port Talbot College group (NPTC) in 2010. Oversight and governance is provided by the NPTC group's chief executive officer and the board of directors. The day-to-day running of the school is the responsibility of the principal. The school's mission is to be the best English language school they can be and to provide students with the best experience they can have in every aspect of their stay. The school aims to be the best in all they do.
- 1.2 The school provides English as a Foreign Language (EFL) courses to students over the age of 18 years. General English courses are offered at a number of levels, as well as examination preparation and specialist optional courses. One-to-one tuition is also available. The school runs University Preparation Programmes, designed to help prepare students for all aspects of their academic study in the United Kingdom. In addition, teacher development courses for overseas teachers are offered.
- 1.3 At the time of the inspection there were 128 students, all of which are over 18 years. The majority of the students are male and come from a wide range of countries. English is an additional language (EAL) for all students. At the time of the visit there was one student identified with language and learning difficulties or disabilities. Students are recruited throughout the year. Accommodation is available through residential provision in the area or through a range of host family opportunities at the choice of students.
- 1.4 This visit took the form of an extended monitoring visit due to a change in principal. Consequently, section five of the Educational Oversight Framework concerning the effectiveness of governance, leadership and management was looked at in detail.
- 1.5 The school was last inspected on the 18-20 October 2016 when it met all Key Standards and the quality of education was judged to exceed expectations. The main recommendation from the previous report is:
 - Collate and analyse performance data from all areas of the curriculum to provide a comprehensive overview of the school's performance as a foundation for recognising common strengths and setting improvement targets.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 18-20 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. Students are very well educated in a friendly and highly supportive environment. Course provision and the curriculum are very well organized, flexible and are highly effective in meeting the language needs of the students. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment is excellent, and is used very effectively to ensure that student's language skills are appropriate to meet the demands of their course. Teaching is excellent and results in very high levels of language development across the range of courses. A wide range of teaching and learning methods are used to deliver engaging and student-centred lessons. There are clearly defined processes in place to monitor students' progress to ensure that they are successfully progressing towards their learning aim. Consequently, students make excellent progress given their starting points. Attendance is excellent. However, the application of the school's lateness policy is not consistent. As a result, not all students who arrive late are effectively challenged.
- 2.3 Students' welfare, including health and safety, is excellent. The schools' building is extremely well maintained and provides a very safe and comfortable environment which effectively supports learning. The management of health and safety is outstanding. Comprehensive policies and procedures are in place and consistently implemented and updated. A high level of fire safety is maintained. Student registration and attendance records are accurate and very well managed. Procedures for reporting to the Home office are highly secure. Pastoral support is excellent and provides a high level of support and guidance in accordance with the school's aims. Students report that they are very happy at the school and feel safe and secure.
- 2.4 The effectiveness of governance, leadership and management is excellent. Comprehensive oversight is combined with a high level of financial support so that the quality of education and the welfare, health and safety of students are secure. A clear vision for the school is shared by senior leaders and teachers, who work very well together for the good of the students. A clear management structure, with well-defined roles and responsibilities, ensures that the school is well run and that it meets all its legal obligations. Quality assurance is excellent. Managers are highly effective in monitoring the school's performance and its key policies, and identifying priorities for improvement. A comprehensive process of self-assessment and evaluation effectively informs improvement planning and ensures all necessary resources are in place to meet the changing needs of the school. All required employment and suitability checks are completed on staff before their employment is confirmed.

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 The quality of course provision and curriculum is excellent. Students are very well educated in a friendly and highly supportive environment. The curriculum is based on a suitable policy statement, is flexible and very well planned. It provides a comprehensive range of courses to meet the different needs and language capabilities of the variety of students who attend the school. Testing of students prior to and on arrival is very thorough. The process is highly accurate and ensures that students are placed on courses that meet their needs. As a result, students are highly satisfied with the provision offered. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. They offer suitable progression routes in line with the Common European Framework of Reference for languages (CEFR).
- 3.3 Teaching is excellent and results in high levels of student progress. Comprehensive planning and an extensive understanding of the needs of their students allow teachers to successfully adapt lessons to meet individual learning needs and effectively challenge students. Teachers are very enthusiastic and have extensive subject knowledge. A wide range of teaching and learning methods are used to deliver engaging and student-centred lessons. Effective use of a range of resources and activities is supplemented by good quality explanation and effective questioning. The use of technology to enhance and enrich learning is excellent. Students work very well in groups, showing excellent co-operative learning and independence.
- 3.4 Assessment is regular and thorough. It accurately identifies strengths and weaknesses in the students' progress and highlights areas for improvement. Feedback to students is positive, encouraging and accurate, and clearly identifies areas for improvement. Arrangements for tracking students' progress are excellent. The progress of each student is very carefully tracked, allowing managers, teachers and students to monitor their progress effectively. Teachers make good use of assessment outcomes to inform their planning. Overall, students' attendance, achievements and progress are excellent. However, the application of the school's lateness policy is not consistent. As a result, not all students who arrive late are effectively challenged.

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 school premises are fit for purpose, very well maintained and enhance the students learning experience. The management of health and safety is outstanding. Comprehensive and detailed policies and procedures are in place and consistently implemented and updated. All necessary measures to reduce the risk of fire and other hazards have been taken. The school has an appropriate number of fire marshals and staff trained in first aid. Consequently, students report that they feel safe, secure and comfortable at the school.
- 4.3 Systems for recording registration and attendance are very well-managed. Admission procedures are highly detailed and strictly observed. A central register is accurately maintained and individual student files contain all relevant information. Attendance records are accurate and daily attendance is closely monitored. Home Office monitoring and reporting procedures for Tier 4 students are well understood and adhered to rigorously.
- 4.4 Pastoral support for students is excellent. Student welfare is a key priority and the school has invested well in ensuring that it provides a safe and supportive environment where students can progress quickly. Relationships between staff and students, and amongst the students themselves, are excellent with a strong culture of mutual respect, integration and tolerance. A wide range of policies and procedures reinforce this culture and the expectations of appropriate behaviour and conduct. Students report that they are very happy at the school and feel safe and secure.

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 recommendation in this area from the previous inspection report is:
- Collate and analyse performance data from all areas of the curriculum to provide a comprehensive overview of the school's performance as a foundation for recognising common strengths and setting improvement targets.
- 5.3 Good progress has been made against the recommendation. Data is collated and comprehensively analysed to provide managers and leaders with accurate information on every stage of the student experience. This information is used very effectively to monitor and evaluate performance and to set improvement targets.
- 5.4 The quality of leadership and management is excellent. The focus of governance and leadership has a clear emphasis on supporting students and maintaining very high standards. The leaders are highly successful in providing clear educational direction and discharging their responsibilities in accordance with the aims of the school. As a result, a culture of caring for students is successfully embedded throughout the whole organisation and this ensures that all decisions and actions consider the student experience and meet students' needs. Financial management is excellent and is highly effective in maintaining the existing high standards and ensuring appropriate action is taken with regard to course development, maintenance of premises and student welfare. Well-defined policies and procedures are introduced at all levels, and implemented and monitored appropriately. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licenses.
- 5.5 Relationships and communication between the leadership team, the proprietors and the teaching staff are excellent. Replies to the pre-inspection questionnaire and meetings with staff show that they are very happy and extremely supportive of the school.
- 5.6 Arrangements for quality assurance and the tracking of student progress are excellent. Managers are highly effective in monitoring procedures and evaluating outcomes to ensure high standards of academic and personal development continue. Self-assessment is well-developed, accurate and is used effectively to ensure the necessary resources are in place to meet the needs of the school. Performance data are used very effectively to evaluate the provision and to highlight key issues for leaders and managers. Student feedback is regularly sought and trends analysed and used to improve the quality of the student experience.
- 5.7 The school is highly successful in recruiting and developing high quality staff. Staff files are very well maintained. All required employment and suitability checks are

completed on staff before their employment is confirmed. A comprehensive system of staff review is in place and is used effectively to ensure staff are well trained for their roles and are appropriately supported by the management team.

- 5.8 The complaints policy and procedure are clear and appropriate, and includes provision for outside adjudication if necessary. Students confirm that they are aware of the policy.
- 5.9 The school's website provides comprehensive, detailed information about the school in line with requirements. The school was highly responsive in providing information for the inspection in a timely manner.

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:

- Ensure consistent application of lateness policy by all teachers.

INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students and staff. They held discussions with senior members of staff and attended registration sessions. 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

Dr Nigel Chambers	Lead Inspector
Ms Christine Powell	Team Inspector
Ms Janet Simms	Team Inspector