



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

EXTENDED MONITORING VISIT

TTI SCHOOL OF ENGLISH

Full Name	Tti School of English
Address	148-150, Camden High Street, London, NW1 0NE
Telephone Number	020 7419 2300
Email Address	bkvoreilly@ttischool.com
Website	www.ttischool.com
Principal	Ms Gemma Stoves
Proprietors	Ms Bridget O'Reilly Mr Guy Rose
Age Range	16+
Total number of students	81
Numbers by age and type of study	16-17: 1 18+: 80 EFL only: 81
Inspection date	14 April 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.

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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	5
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	6
6 ACTIONS AND RECOMMENDATIONS	7
INSPECTION EVIDENCE	

1. CHARACTERISTICS AND CONTEXT

- 1.1 Tti School of English is a private language school located in Camden Town, London. It aims to provide a comfortable, inspiring environment in which students can receive a high standard of tuition and service from a professional team of academic and administrative staff. The school was founded as a limited company by the two current proprietors in 1998.
- 1.2 The main premises are in Camden High Street with a second site ten minutes' walk away. The second site was changed in June 2014 to premises which provide 6 classrooms and 2 study lounges for students. The administrative services continue to operate from the Camden High Street building.
- 1.3 The school offers a range of English language programmes, including general English; English for Business; exam preparation courses for the International English Language Testing System (IELTS), Test of English for International Communication (TOEIC), the First Certificate in English (FCE) and the Certificate in Advanced English (CAE), as well as one-to-one tuition. Length of courses varies from one week to one year, with the average course length of 4 to 6 weeks. Students under 18 years are integrated into adult courses, with special provision for their welfare and accommodation needs. Recruitment is through international partner agencies, as well as directly through the website, word of mouth recommendations and walk-in enrolments. Students can enrol at the beginning of any week.
- 1.4 At the time of the inspection there were 81 students on roll, 29 male and 52 female. One is aged under 18 years. Students come from 17 different countries, the majority from Europe. None of the students has English as a first language. No student has identified special educational needs and/ or disabilities (SEND).
- 1.5 This monitoring visit has been extended due to the acquisition of a new building as a second site. For this reason, Section 4 of the Educational Oversight Framework will be looked at in detail.
- 1.6 At the previous Monitoring Visit on 30 April 2013, the school was judged to meet all Key Standards and the quality of education exceeded expectations. The recommendation from the previous report is:
 - Continue to collect and analyse data from the e-learning platform for long-term trends to inform future planning.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 30 April 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 students' achievements is excellent. Initial assessment is excellent. It places students on appropriate courses and informs planning of teaching and learning. Courses are very well planned, meet students' needs and provide them with good progression routes. Assessment is very effective and supported by clear school guidelines. Students receive regular tutorials, where they are given appropriate advice on how to achieve their personal learning goals. Students are engaged and active in class. They clearly enjoy their well-paced and appropriately focused lessons. They improve their skills and make good progress. Attainment is very good.
- 2.3 Students' welfare, including health and safety, is excellent. Arrangements for health and safety are very effectively managed. The premises are of a high quality and well maintained. They provide a safe and very secure environment. Fire evacuation signage is suitably placed throughout the school, but does not include visual diagrams. The new building has been well designed and renovated to a very high standard. It offers a comfortable environment for students and staff. Admission and attendance records are accurate and meet Home Office requirements. Pastoral care is excellent and students greatly appreciate the level of help and support available to them. Arrangements for safeguarding are comprehensive, well-managed and meet statutory requirements, although students under 18 do not currently record their arrival at school. The school organises a varied programme of social and cultural activities, which enriches students' experience of studying in the UK.
- 2.4 Leadership and management are excellent. Oversight by proprietors, working closely with school management, is very strong. Good progress has been made against the recommendation to improve the effectiveness of student feedback analysis. As a result, positive changes have been made to provision. Management is highly effective in monitoring all aspects of school performance and very responsive to student and staff feedback. Excellent quality assurance is supported by strong self-evaluation and targeted action planning. Data on students' progress is not sufficiently collated and analysed to inform management fully about the effectiveness of provision. There is a clear commitment to continuous improvement. Teachers appreciate the supportive and stimulating teacher development activities which the school provides and the impact of these activities can be seen in lessons. A clearly defined and well-understood management structure facilitates excellent communication between staff and managers, based on regular, documented meetings.

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 policy clearly states the school's educational purpose and is successfully implemented through detailed schemes of work. Initial assessment is comprehensive and effectively places students on appropriate courses. All courses on offer to Tier 4 visa holders comply with Home Office requirements. Courses are well planned and carefully matched to students' needs, building progressively on what they have learned.
- 3.3 Teaching and learning are excellent. Teachers demonstrate very good knowledge of their subjects. They create and use resources very well to enable students to make excellent progress. Teachers are enthusiastic and skilled at facilitating student interactions and making the most of learning opportunities. Students are engaged by the well-paced lessons, which are clearly focused on learning outcomes. In the best lessons, teachers are highly motivational, involve students effectively in their own learning and after monitoring closely, follow up with effective error correction and pronunciation drills. This consolidates learning and enhances students' speaking skills very effectively. All lessons are well planned to include a wide range of teaching and learning strategies and show excellent consideration for students' needs. Homework is regularly set and constructively marked by teachers, with clear indications of achievement and advice on improvement strategies. Teachers analyse errors collected from students' homework and use them effectively to inform future lesson planning.
- 3.4 Student progress and attainment are very good. Students successfully develop their skills both within lessons and over the duration of the whole course. Teachers monitor progress and attainment through regular and effective assessment testing, which is measured against the Common European Framework of Reference (CEFR). The tutorial system monitors students' progress well and specific targets for further achievement are agreed. This effectively informs students about what they need to work on and supports them well in making the most of their studies. Most students in examination classes sit the examination, and results are very good.

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 Health and safety and security procedures are very good. Excellent policies and comprehensive guidance are in place and are implemented consistently. Provision for health and safety and security is very good, with sufficient numbers of fire marshals and first aid qualified staff always present in both school buildings during opening hours. All required checks on fire safety equipment are completed regularly and recorded. Fire evacuation routes are described in detail on wall signs; however there are currently no visuals to support the descriptions.
- 4.3 The school premises are high quality. The buildings are very well maintained; classrooms are suitably furnished and equipped, and are decorated to a high standard. They are well ventilated and appropriately lit. Washroom facilities are very good and sufficient for the capacity of the school. Study lounge and relaxation areas for staff and students are excellent, making the school a comfortable place to study and work. Detailed risk assessments are in place and reviewed weekly to identify and determine any improvements which need to be made. The new building is well designed and appropriately equipped for business English and courses for mature students, which are offered there.
- 4.4 Student registration and attendance monitoring are excellent. The school maintains appropriate admissions and attendance records and meticulously tracks the attendance of all students, giving special attention to those aged under 18. Procedures for reporting to the Home Office are well established and fulfil all regulatory requirements.
- 4.5 Pastoral support for students is excellent. Exemplary relationships exist amongst students and between students and staff, throughout the school. Students feel very well supported by the school and commented very positively about the helpfulness and support provided by the staff in the pre-inspection questionnaires. Staff are appropriately trained to enable them to support the students effectively. The programme of social activities is very good. The school offers a wide variety of activities locally and nationally. All activities are rigorously risk assessed. Students' feedback is regularly collected, and taken into consideration for planning future programmes. Students receive high levels of support and advice from staff in relation to social options, further study and academic counselling.
- 4.6 The school has clear safeguarding policies and procedures which reflect recent government guidance. Safeguarding has a high priority with management and all staff receive appropriate training. Rigorous recruitment procedures and enhanced Disclosure and Barring Service (DBS) checks for all staff meet statutory requirements. Students under 18 years are clearly identified on class registers; however they do not currently record their arrival at school. Designated safeguarding officers are in place

and trained to intermediate level. The school has arranged for their training to be upgraded immediately, in line with new legislation. All adults in home stays accommodating students under 18 years are appropriately certified by enhanced Disclosure and Barring Service (DBS) checks. Homestays are of a high standard and are regularly revisited to ensure that this standard is maintained. Students are thoroughly prepared for their studies and time in London by the induction programme, which effectively focuses on being and staying safe.

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:
- Continue to collect and analyse data from the e-learning platform for long-term trends to inform future planning
- 5.3 The school has made good progress against this recommendation. The systematic approach to gathering feedback has been maintained and feedback is analysed and used more effectively to improve provision. As a result, changes have been made that impact positively on the student experience.
- 5.4 Oversight of the school is strong. The two proprietors maintain very effective control of the organisation and are fully involved in all strategic and operational matters. They fulfil their responsibilities for welfare, health and safety through highly effective policies and procedures, which are regularly reviewed. The proprietors are successful in monitoring the performance of the school. They have regular meetings with the principal and other staff and are fully involved in staff appointments. All legal permissions required for the school to operate are in place for both sites.
- 5.5 Leadership and management are excellent. The clear lines of responsibility within the small management team are well understood by staff and students, all of whom feel able to approach management for help and support when required. Communication between the proprietors and management and between management and staff is highly effective. Regular meetings successfully facilitate the flow of information and detailed records are kept of decisions and progress against targets. Staff are well qualified and their work is supported and monitored through a very effective performance review structure of lesson observation, appraisal and training. Teachers appreciate the varied and stimulating programme of professional development, which the school provides.
- 5.6 Quality assurance is very good. Strong self-evaluation systems are in place and generate targeted action plans, which are continuously reviewed and developed in order to maintain high standards of provision. There is clear management commitment to continuous improvement. Student feedback is systematically collected and analysed to provide guidance for teachers and administrators. It contributes significantly to the quality assurance cycle. Further analysis of data on student progress is needed to complete this cycle. All appropriate checks are carried out on staff prior to appointment.
- 5.7 The school participates in a fee protection scheme.

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:

- Improve fire evacuation signage throughout the school by incorporating visual elements to ensure it is understood by all students and staff.
- Further develop oversight of students under 18 by recording individually their arrival at school.
- Collate and analyse progress data to inform management on the effectiveness of provision.

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 proprietors. 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 Christine-Reba Edge	Lead Inspector
Mr Mark Marr	Team Inspector