



**Providing Inspection Services for:**

Department of Education  
Department for the Economy  
Department for Communities



## **Education and Training Inspectorate**

### **Educational Oversight Inspection (Home Office)**

### **Annual Monitoring Review Inspection Report**

**Foyle International**

**May 2016**

## Quantitative terms used by the ETI

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

## Performance levels

The ETI use the following performance levels when reporting on Achievement and standards, on Provision for learning, and on Leadership and management:

Performance level <sup>1</sup>
Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

## Overall effectiveness outcome

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

Overall effectiveness outcome - Annual Monitoring Review inspection
The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing any area(s) for improvement through the Annual Monitoring Review inspection processes.
The organisation demonstrates the capacity to identify and bring about improvement in the interests of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing the areas for improvement through the Annual Monitoring Review inspection process.
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The inspection confirms that it no longer meets the requirements for Educational Oversight. The organisation should refer to the Home Office Guidelines for Educational Oversight <sup>2</sup> .
The organisation needs to address urgently the significant areas for improvement identified in the interests of all the learners. The inspection confirms that it no longer meets the requirements for Educational Oversight. The organisation should refer to the Home Office Guidelines for Educational Oversight <sup>2</sup> .

## Key Performance Indicators

Key Performance Indicators and Definitions	
Retention	The percentage of learners who complete their. English language course, out of the number of learners enrolled at the beginning of the course.  Retention rate = Number Completed / Number Enrolled
Achievement	The percentage of learners who completed and achieved all, or partially achieved some, of the components of their English language course: Achievement Rate = (Full Achievement + Partial Achievement) / Number Completed.

<sup>1</sup> The ETI performance levels were revised with effect from 1 September 2015

<sup>2</sup> In the case where an organisation fails to maintain Educational Oversight, it should refer to the Home Office guidelines for Educational Oversight – <https://www.gov.uk/government/publications/sponsor-a-tier-4-student-guidance-for-educators>

The original inspection in May 2014 highlighted a number of strengths including the:

- well qualified and experienced staff team;
- individualised and tailored provision which was matched well to meet the needs of the students;
- socially inclusive and supportive ethos of the school and the strong focus on student welfare, care and support, which included a good range of enrichment activities and social events;
- links and partnerships established to support the development of the provision, including a good range of employers to support work placements;
- quality of the accommodation for learning and teaching;
- robust admissions processes and the good range of accommodation types to support students in their learning experiences; and
- focus on the development of occupational competencies in the workplace.

The inspection also identified the need for development in the following areas:

- to embed further the implementation of the self-evaluation and quality improvement planning processes across the organisation; and
- to better use the management information system to monitor the tracking of student progress, and inform strategic and operational planning.

### **Inspection Overview**

The first annual monitoring review inspection was carried out in May 2016. This involved a scrutiny of the inspection documentation submitted to the Education and Training Inspectorate (ETI) by Foyle International prior to an inspection visit to the organisation by the reporting inspector.

During the visit, the reporting inspector met with the director; the operations director, the sales and marketing manager, the academic manager, the European vocational manager, the European programmes co-ordinator and the managers with responsibility for the management of the work-placements, admissions, safeguarding and quality management of the school. The inspector also met the designated and deputy designated officers for safeguarding, a focus group meeting was carried out with seven students and other relevant documentation was scrutinised.

The reporting inspector evaluated the quality of the self-evaluation report which was submitted by Foyle International prior to the annual monitoring review inspection, and reported to the organisation during the visit that the self-evaluation report and quality improvement plan were both of an appropriate quality.

## **Context**

Since the original inspection, enrolment numbers have increased with 900 students enrolled during the 2015/16 academic year to-date, an increase from 789 the previous year. Outcomes remain high for both in-house certified and external examination classes. No students have been registered under the Home Office Tier 4 points system since the original inspection.

## **Changes to the provision**

In the interval since the ETI educational oversight inspection, Foyle International has taken the following actions, which affect its provision:

- the corporate structures and roles and responsibilities of staff have been reviewed and realigned across the school;
- the curriculum provision has been reviewed resulting in an increase in the provision of in-house accredited courses, these include the Diploma in Medical Science and the Diploma in Specialist Support for Teaching and Learning in Schools; and
- improved links and partnerships with the further and higher education sector to facilitate the development of a broader offer of programmes for students, including the university preparation and the professional adaptation pathway programmes.

## **Main developments**

The following are the most important developments that have taken place since the original ETI educational oversight inspection:

- a new integrated management information system has been implemented which has improved the quality of the monitoring, standardisation and reporting processes across the provision;
- a bespoke company website has been launched, which uses social media and digital marketing to communicate with current students and to recruit new students across a range of existing and new markets;
- links to a number of European partners and agencies have been expanded to support the development of quality improvement projects such as Quality Mentoring (Q-mentor) and European Credit for Vocational Educational Training (ECVET), to improve the breadth of the curriculum offer across the provision;
- an improved information technology (IT) infrastructure has been put in place to further enhance the learning environment and support on-going improvements in the quality of learning and teaching, including an improved wi-fi service, the provision of mobile devices, the implementation of a virtual learning environment, and the more effective use of blended learning;
- two senior managers have successfully completed courses in the use of blended learning and digital marketing to support their personal continuing professional development needs and the wider interests of the school in expanding key areas of provision;

- one of the directors has become an accredited World Host Train the Trainer<sup>1</sup>;
- three managers and one administrator have undertaken and completed safeguarding training and continue to implement improvements to the safeguarding arrangements across the school;
- the managers and teaching staff have been given greater personal responsibility for promoting improvement within their departments; and
- appropriate actions have been taken to address all of the areas identified in the ETI inspection report and improved arrangements for action planning have been put in place as part of the self-evaluation and quality improvement planning processes.

### **Further improvement**

To improve the quality of provision further, Foyle International needs to address the following areas:

- to develop further the organisation's recruitment strategy, particularly the implementation of the new digital marketing approaches and the continued up-skilling of staff to support the increasing number of students, especially long-term students, recruited across the programmes; and
- continue to develop and embed the use of the new integrated management information system to further inform strategic and operational planning, including the more robust monitoring of students' progress.

### **Conclusion**

Foyle International demonstrates the capacity to identify and bring about improvement in the interests of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing the areas for improvement through the Annual Monitoring Review inspection process.

<sup>1</sup> The World Host Initiative provides businesses in the visitor economy sector with the opportunity for staff to complete industry relevant qualifications to enable them to provide the very best customer service across the visitor economy.

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