



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

PURLEY LANGUAGE COLLEGE

(Company registration no. - 04157059)

Full Name	Purley Language College
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Telephone Number	020 8660 5060
Email Address	jan@purleyschool.co.uk
Website	www.purleycollege.co.uk
Principal	Mr Jan Fossgard
Proprietor	Mr Jan Fossgard Mrs Novabel Fossgard
Age Range	8+
Total number of students	28
Numbers by age and type of study	Under 18: 2 18+: 26 EFL only: 28
Inspection dates	26 – 28 September 2017

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Purley Language College is a family run language school located in Purley in south London. Established in 1928, it was acquired by the present proprietors in 2007. The proprietors lead the college through their roles as principal and financial director. They are supported by a management team comprising the assistant director of studies, the administration and student services manager and the accommodation and welfare manager. The college aims to provide students with the best possible education, cultural and homestay experience, regardless of their length of stay.
- 1.2 The college offers general English courses from beginner to advanced levels and preparation for the International English Language Testing System (IELTS) and Cambridge examinations. Enrolment takes place throughout the year with most students attending during the summer. Adult classes run year-round for full-time and part-time students, and the college provides courses for closed groups of juniors from eight years on demand as well as a junior summer school. The minimum length of course is one week. Accommodation is mainly through homestay organised by the college. Adult students and group leaders are able to stay at a nearby house offering bed and breakfast, which is a separate business operated by the proprietors.
- 1.3 At the time of the inspection there were 28 students, most of whom were adults. The majority were female. Two children from a local primary school were attending private lessons. The largest nationality groups were French, Italian and Spanish. No student had additional learning needs.
- 1.4 The college was last inspected on 10 September 2015 when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.5 The recommendations from the previous inspection report are:
 - Further improve lesson planning to identify clear aims and ensure the needs of all students are met.
 - Ensure the varied social programme is offered throughout the year to enable all students to benefit from curriculum enrichment.
 - Ensure students are aware of how and from whom to seek support in the event of a welfare problem.
 - Provide clear guidance to staff to support the successful implementation of new initiatives.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Comprehensive initial assessment results in accurate placement in classes. Assessment information is used effectively in planning courses to meet students' learning goals. Course provision is good and successfully supports student progress, particularly in speaking skills. As a result, student satisfaction is high. Courses meet the definition of an approved qualification for Tier 4 students, as set out in Home Office guidance. Overall, teaching and its impact on learning are good. In the majority of lessons teaching is excellent. These lessons are very well planned with clear aims and strategies to meet individual needs. In a minority of lessons aims are too broad to be achieved. Students are not consistently made aware of planned outcomes. Weekly schemes of work are not shared with students so they are unaware of what they will be learning and why. Assessment is good and is supported by effective individual learning plans (ILPs) and tutorials which promote individual progress. Attainment and progress, measured by comparison of achievement in entry and exit tests, are good.
- 2.3 Students' welfare, including health and safety, is excellent. Appropriate health and safety policies and procedures are well communicated to students and staff and are implemented effectively. Fire safety is good and meets legal requirements. Risk assessments are thorough and effective. College premises are of a good quality, secure, fit for purpose and very well maintained. Admissions and attendance recording is excellent. Procedures for monitoring attendance are highly effective and reporting arrangements for students on Tier 4 visas meet Home Office requirements. Pastoral support is excellent and fully meets student needs. Students feel safe and secure in college and know who they can consult if they have a problem. The social programme is excellent and enhances the learning of all students. Safeguarding of students aged under 18 years is excellent and conforms to statutory guidelines. All required policies and procedures are in place and effectively communicated throughout the college. All staff and homestay hosts have been subject to enhanced Disclosure and Barring Service (DBS) checks. Management of residential accommodation is excellent and ensures the high quality and safety of provision.
- 2.4 The effectiveness of governance, leadership and management is good. Oversight by the proprietors is excellent. Clear educational direction and close monitoring of provision ensure that the college aims and ethos are achieved. Management structures and responsibilities are clear. Communication, including guidance on implementing new initiatives, is very good throughout the college. Self-evaluation is realistic and well linked to effective development planning, based on input from all staff. Quality assurance is robust and makes effective use of a wide range of data and feedback to inform improvement planning. The work of staff is appropriately reviewed through lesson observations, which provide teachers with clear feedback and targets, and appraisals, which result in suitable development plans for all staff.

Currently there is no grading of performance in observed lessons or appraisals and no links made between the two processes. Staff recruitment procedures are good with all appropriate suitability checks made and properly recorded.

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 or on arrival is good. For the large majority of students, comprehensive assessment, including identification of individual learning goals, takes place on arrival. Students requiring visas undergo suitable assessment, including an online interview, during the application stage and further diagnostic assessment on their first day in college. Information from assessment is used effectively to place students correctly in classes and is passed promptly to teachers to inform course planning.
- 3.2 Assessment outcomes provide the basis for well-completed ILPs, which record students' individual goals and provide appropriate learning targets. In the very few cases in which additional learning needs are identified either prior to or on arrival, these are met through a process of consultation with the student. The college has provided suitable awareness training on additional needs to all staff and has an appropriate disability policy on the website, which invites disclosure at the application stage.

3.(b) Suitability of course provision and curriculum

- 3.3 Suitability of course provision and curriculum is good. The college has a clear mission statement and curriculum policy, which underpin academic provision and result in highly learner-centred courses. Information provided on the college website and through the application process is accurate and enables individual students and group organisers to make appropriate choices of programme. Consequently, course completion rates are high.
- 3.4 The large majority of students attend short courses, either in closed groups or on junior programmes in the summer months. The focus of these courses is to improve fluency and confidence by enabling students to apply their existing knowledge in a range of communicative activities. College-based learning is suitably enhanced with well-tailored activity programmes to broaden students' cultural awareness and knowledge of the UK. Student and group leader feedback demonstrates high and improving levels satisfaction with this provision.
- 3.5 Year-round programmes for adults are appropriately designed to accommodate full-time and part-time students in the same class. Courses are structured around the needs of learners identified in ILPs and promote progression through levels. Courses make use of books referenced to the Common European Framework of Reference for Languages (CEFR), but weekly planning is responsive to the requirements of students in the class at any one time. Long-term students are encouraged to take external examinations and these courses are more standardised in order to sufficiently cover examination criteria. The overall flexibility of provision ensures that students make good progress in line with their objectives. Courses meet the

definition of an approved qualification for Tier 4 students, as set out in Home Office guidance.

3.(c) The quality of teaching and its impact on learning

- 3.6 Overall, the quality of teaching and its impact on learning is good. Teaching in the majority of lessons is excellent and results in very effective learning. The pace is brisk and students are highly engaged. Activities are varied and well-chosen with regard to students' interests and individual needs. Good use is made of an appropriate range of resources although the information technology available in classrooms is not fully exploited. Teachers demonstrate very good awareness of students' backgrounds and prior attainments. They create an environment in which students feel confident to express themselves and apply their learning. As a result, all students are suitably challenged.
- 3.7 The majority of lessons are now well planned, with clear aims and appropriate staging. They include strategies to meet individual needs. However, weekly planning does not result in a formal scheme of work that is shared with students to make explicit the rationale behind what is delivered. In a minority of lessons, the learning objectives are too broad to be fully achieved. Planned lesson outcomes are not consistently conveyed to students and as a result, students are not always aware of the purpose of what they are doing. Overall, student achievement in lessons is good.
- 3.8 Assessment is good. Learning is assessed through a range of strategies which are appropriate to the needs of the students and the nature of the courses offered. Standardised assessments are not used for general English classes; this reduces the reliability of student progress tracking. Assessment in examination classes is appropriately linked to awarding body grading criteria and provides students with clear information on their level. Teachers set written work regularly and give helpful feedback to support improvement. Students benefit from regular, well-organised tutorial meetings, in which teachers provide focused guidance and set and review appropriate individual targets to promote independent learning.

3.(d) Attainment and progress

- 3.9 Attainment and progress are good. Data from analysis of entry and exit tests indicate that students make good progress in line with their starting points and the type of programme followed. Students on short courses make rapid progress in their speaking skills, thus achieving their primary learning aim. ILPs for students on longer courses demonstrate good progress against individual targets. Very few students take an external examination during their course; results for these indicate that most achieve their goal.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Health, safety and security of the premises are good. The college has very effective arrangements in place for ensuring the health and safety of students and staff. Appropriate policies and procedures, including those for first aid, are well communicated through induction, handbooks and the website. They are effectively implemented. There is a good level of fire safety, which conforms to legal requirements. Safety equipment and signage are appropriately located. All required checks and evacuation drills are completed regularly and are meticulously recorded. Actions from risk assessments are promptly addressed. Risk assessments on external activities are thorough and result in appropriate precautions. Provision for first aid is good and all incidents are appropriately recorded. All regular staff have up-to-date first aider training; several staff members are additionally trained in health and safety and as fire marshals. As a result, safety is a high priority with staff, and students confirm that they feel safe and secure in the college.
- 4.2 College premises and the bed and breakfast accommodation run by the proprietors are secure, fit-for purpose, clean and well maintained. The college building provides a good environment for teaching and learning. Classrooms are bright, well ventilated and sufficiently soundproofed. Furnishings and fittings are appropriate and support teaching and learning. Access to the college is suitable for all students accepted onto courses, including those with special needs. There are good facilities for the hygienic preparation, serving and consumption of food at the bed and breakfast accommodation. The resident supervisor there is suitably qualified in health and safety, first aid and food hygiene.

4.(b) Student registration and attendance records

- 4.3 Student registration and attendance records are excellent. Appropriate admissions records are kept on the school database. Student files are very well maintained and include all required information. Procedures for the collection and refund of fees and deposits are fair and clear. They are easily accessible from the website.
- 4.4 Attendance records are up-to date and accurate. Electronic recording of attendance allows for prompt action by staff, who contact any student who misses a class. The attendance and punctuality policy is clear and effectively communicated to all students at induction. They confirm their awareness of the policy and that it is consistently implemented. As a result, attendance is excellent and completion rates are high. Reporting procedures for students on Tier 4 visas meet Home Office requirements. They have not been required since the previous inspection.

4.(c) Pastoral support for students

- 4.5 Pastoral support is excellent. The College has a designated welfare manager with special responsibility for students aged under 18, and a student services manager who provides a wide range of support to meet the needs of adult learners. Both have completed suitable external specialist training in their fields. The support team works closely with academic staff to ensure the wellbeing of all students. Communication throughout the college is very effective and any concerns are promptly addressed and logged. Academic and support managers operate an open-door policy and students confirm that they are easily accessible. They also feel comfortable approaching their tutors or administration staff about any personal issues, and are aware that they can talk to any staff member if experiencing a problem. The college very effectively promotes integration and tolerance and has a well-publicised anti-bullying and harassment policy, which it implements effectively. There are excellent relationships between staff and students and among students themselves.
- 4.6 On their first day at college, all students receive a comprehensive induction, which is adapted to their needs and age group. This enables them to quickly settle in to life at the college and in the UK. Induction is complemented by similarly adapted, helpful student handbooks.
- 4.7 The college offers a wide range of social and enrichment activities throughout the year. Activities are an integral part of the junior programme. They are selected according to the ages of the group and provide excellent opportunities to improve their communicative ability and confidence. Students on adult courses have access to suitable activities that promote social interaction and extend their knowledge of the UK and other cultures. These activities take place both within the weekly timetable and outside class time. Optional activities are well attended and appreciated by students.
- 4.8 The college provides comprehensive advice and support to help students make highly informed choices about examination courses and progression to further study. Suitable support is provided to long-term students seeking local employment and to au pairs who wish to move to another family.
- 4.9 All regular staff have received appropriate training in protecting students from the risks of radicalisation and extremism. They are aware of college procedures in event of a concern.

4.(d) Safeguarding for under 18s

- 4.10 Safeguarding of students aged under 18 years is excellent. The college has a clear and appropriate policy on safeguarding, which is known to all staff and consistently implemented. The principal is the designated safeguarding lead and has very effective oversight of the provision. Suitable training has been completed by all staff and safeguarding matters are regularly reviewed in meetings. Staff at all levels demonstrate excellent awareness of their responsibilities in the event of a disclosure.

4.11 The college safeguarding team structure, which includes contact information for the four named managers, is published on the web-site and in the staff handbook. This ensures that relevant information is easily accessible to anyone with a concern. An appropriate code of conduct for staff, including whistleblowing procedures, is provided in the same locations. Students are made aware of how to report inappropriate behaviour during induction and notices around the college reinforce the message. The college is pro-active in assessing risk and ensures that the learning environment is safe and secure. There is particular emphasis on e-safety and effective measures in place to support this. Staff are subject to all appropriate suitability checks and these are recorded on a single central register.

4.(e) Residential accommodation

- 4.12 Residential accommodation is excellent. Accommodation is well managed by a designated team, which makes all appropriate checks and regular home visits to ensure the safety and comfort of students.
- 4.13 All homestay hosts have undergone enhanced DBS checks and have received suitable safeguarding guidance from the college. The quality of homestay accommodation sampled during the inspection is high. Records on homestay families are well maintained. Complaints are promptly resolved. The vast majority of students who stay with host families are under 18 years and hosts are attentive to their needs, providing very good levels of pastoral care. These students benefit from a full activity programme in college and are required to stay at home with the family in the evenings, providing further opportunities for them to improve their English-speaking skills and enhancing their understanding of UK culture. Hosts are required to accompany any student under 18 to the college in the morning and collect them at the end of the day thus ensuring that they are safe at all times. No student aged under 16 stays in homestay for more than 27 days.
- 4.14 Most adult students make their own accommodation arrangements, but they can go into homestay and also have access to high quality bed and breakfast provision arranged by the college very close to the college premises.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are excellent. The proprietors have detailed knowledge of college provision through their roles in the leadership team. They are highly effective in communicating the aims and ethos of the college and have a clear vision for its development. Financial planning is sound and supports very good provision of resources and staff development. Regular investment is made in college premises to maintain the good quality and adapt them to changing needs. The proprietors have excellent awareness of safeguarding for students aged under 18 years and pay close attention to all aspects of health and safety. Consequently, the college offers a very safe and secure learning environment. The proprietors provide a suitable range of policies and procedures, which are regularly updated. All appropriate legal permissions are in place. The principal is responsible for educational standards and monitors all aspects of academic delivery, ensuring that it is in line with the college mission statement. As a result, the college aims are fully met.
- 5.2 The proprietors are responsible for the strategic development of the college. They draw appropriately on external expertise and training to inform realistic development planning that provides for growth in the business while preserving the individual character of the institution.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are good. The college has a clear management structure which is understood by staff and students. Job descriptions are up to date. The college secures good quality staff. Academic staff and managers have initial teaching qualifications, while administration managers hold role-specific qualifications at appropriate levels. Most staff have good, relevant experience. In the absence of a fully-qualified academic manager, the principal has no support in the monitoring of teaching so cannot delegate this responsibility during busy periods or while he is away from college. Staff in all areas access a good range of continuous professional development activities in line with their interests and college improvement plans. Data is used effectively to evaluate provision. Self-assessment is realistic and draws upon information from staff taken at regular team meetings. It sets clear targets for improvement based on input from all staff. Consequently, all staff are aware of college priorities and are committed to achieving them.
- 5.4 Leaders effectively disseminate information on new procedures and academic initiatives through team meetings, and where appropriate provide relevant training. Staff confirm that managers are easily accessible if they need further support in implementing such initiatives. They are very positive about their managers and appreciate the collegiate atmosphere of the college.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance is good. There are robust systems in place to monitor and evaluate college performance. Staff at all levels are involved in this process and contribute to the college development plan. Information from student progress tracking is used to review courses. The views of staff are taken regularly through team meetings and an online questionnaire; teachers confirm that leadership is responsive to their suggestions. Data from student, group leader, and agent feedback, are analysed. Actions are added to the development plan to address any weaknesses identified. Planning is specific and time limited, actions are allocated to individuals and signed off on completion to ensure timely progress towards targets.
- 5.6 The college has an appropriate complaints policy which is clear and supports the prompt resolution of any issues raised. The policy is published on the website, in student handbooks and in notices around the college. It now includes contact details for the external adjudicator, added during the inspection. Students report that they are happy with their courses and consider that they are making good progress. They confirm that their views on provision are sought regularly and that the college uses these to make improvements.
- 5.7 Teaching is regularly observed and teachers are provided with helpful feedback, including clear pointers to improve their practice. The quality of lesson observation reports is good. However, there is no explicit grading. Targets from teacher observations are not reviewed in appraisal, but do contribute to what is offered in the weekly teachers' continuous professional development session. Appraisal is completed with all long-term staff and focuses effectively on development of staff within their roles, in line with the college improvement plan.
- 5.8 The college participates in a fee protection scheme.

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

- 5.9 Staff recruitment, qualifications and suitability checks are good. The college follows a safer recruitment policy, which ensures that all required checks, including enhanced DBS and right to work checks are carried out prior to confirmation of employment. Evidence of these checks, together with copies of qualifications, CVs and two professional references are kept on file and recorded on an appropriate single central register of appointments.
- 5.10 Staff induction covers key policies including safeguarding, staff code of conduct and familiarisation with the college safeguarding structure. This information is also provided in the staff handbook.

5.(e) Provision of information

- 5.11 Provision of information is good. The college website contains all the information required in the Standards. The website and other marketing materials provide suitably detailed and accurate information on courses and other aspects of college

provision to support students and parents in making appropriate choices of programme.

- 5.12 All information requested by inspectors was provided promptly.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

In order to further improve the good quality provided, the college should:

- Ensure that teachers devise detailed weekly schemes of work with clear objectives linked to needs identified in ILPs, and share them with students to enhance learning.
- Ensure that lesson aims and objectives are sufficiently precise so that their achievement by students can be easily assessed.
- Link outcomes from lesson observations to teacher appraisal and provide clear indications on the quality of performance in both.

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. 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 college.

Inspectors

Ms Dawn Hart	Lead Inspector
Ms Sara Bailey	Team Inspector