



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

MONITORING VISIT

PURLEY LANGUAGE COLLEGE

(4157059)

Full Name **Purley Language College**

Address 34 Brighton Road, Purley, Surrey, CR8 3AD

Telephone Number 020 8660 5060

Email Address jan@purleycollege.co.uk

Principal Mr Jan Fossgard

Proprietor Mr Jan and Mrs Novabel Fossgard

Age Range 17+

Total number of students 24

Numbers by age and type of study

| | |
|----------|----|
| 16+: | 1 |
| 18+ | 23 |
| EFL only | 24 |

Inspection date **10 September 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.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Purley Language College is a family run language school established in 1928. It is located in Purley in south London. The school leadership comprises a principal, financial director and director of studies who work collaboratively to manage the language school's operations. The principal and financial director are also the proprietors. The school aims to provide students with the best possible education, cultural experience and homestay lodgings, regardless of how long or short their stay. It caters for individual adults and youth groups, all of whom study general English courses. Courses range in duration from one week to one year.
- 1.2 At the time of the inspection 24 students were enrolled. At Easter and during the summer numbers rise to 120. They come mainly from France and Italy with the majority of the remainder coming from Spain, Thailand, Russia and China. The majority of students are female.
- 1.3 At the time of the visit there were no students requiring support for Special Educational Needs or Disabilities (SEND) and the very large majority of students were adults. Across the year most are of high school age.
- 1.4 At the previous inspection of 3 September 2014 the language school met all Key Standards and the quality of education was judged to meet expectations. The recommendations from the previous report are:
 - Improve lesson planning to identify clear learning objectives, including those for each stage of the lesson.
 - Strengthen teachers' planning to target specific challenge and support for different individuals and groups.
 - Emphasise judgements about students' progress in lesson observations.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous inspection of 3 September 2014 the language school was found to meet 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 good. Course provision is good and 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 effectively used to place students at the correct level and provide information for teaching staff on students' individual needs. Continuous Professional Development (CPD) sessions provide guidance to staff in setting clear objectives and addressing student needs in lesson planning, but the benefits from this are not consistently seen in classroom practice. The very large majority of teaching is good. Teachers are knowledgeable and effective in enabling student progress. Assessment is good; students make good progress and receive regular feedback on this. Progress data is analysed effectively to assess the performance of individuals and the school as a whole.
- 2.3 Students' welfare, including health and safety, is good. The language school shows proper regard for health and safety, fire safety and first aid through robust, fully implemented policies. Premises are well maintained and fit for purpose. The school keeps accurate admissions and attendance registers and has appropriate measures in place to make any necessary reports to the Home Office. Pastoral support is good and students receive a thorough induction, but they are not clear who they should contact in the event of a welfare concern. There is a very good social programme during the majority of the year, but during short periods of the year it is limited, with reduced benefit to students. Safeguarding measures are good and the school ensures the safety and well-being of students aged under-18.
- 2.4 The effectiveness of governance, leadership and management is good. Leadership provides clear educational direction and there is an effective relationship between the principal and director of students, who work closely together. Management is successful in identifying areas for improvement but staff require further guidance and support in implementing new initiatives. Good measures are in place for collecting student feedback and the school uses this effectively to drive continuous improvement. All staff receive regular appraisals and teachers benefit from weekly CPD sessions and management observations, which include a positive focus on assessing and demonstrating student progress. The school has a robust recruitment process and conducts all required checks to ensure the quality and suitability of staff.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendations in this area from the previous inspection report are:
- Improve lesson planning to identify clear learning objectives, including those for each stage of the lesson.
 - Strengthen teachers' planning to target specific challenge and support for different individuals and groups.
- 3.3 The language school has made satisfactory progress against the first recommendation. Regular CDP sessions provide guidance to teaching staff on lesson planning with a focus on learning objectives and staging. However, this has not fully translated into practice and lesson plans do not consistently identify clear learning objectives.
- 3.4 Satisfactory progress has been made against the second recommendation. CPD has been provided in identifying individual student needs and how to ensure these are addressed in lessons. Teachers are provided with detailed information on each student's level and ability through an effective initial assessment. However, there is limited evidence of consideration for different students' needs and abilities in lessons.
- 3.5 Teaching and students' achievement are good. Students undergo comprehensive initial assessment of their needs and language level, either before or on arrival, which ensures they are placed on the correct course of study. The school follows an effective curriculum with well-designed schemes of work that enable students to learn and make good progress. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.6 Most teaching is good, with a small minority of satisfactory lessons. In the very large majority of lessons students develop their skills and understanding and are fully engaged. Lessons are well resourced, and a range of effective teaching methods are used to support and challenge students. Teachers are very knowledgeable and manage lessons well. In a small minority of lessons monitoring is limited and individual needs are not met.
- 3.7 The quality of assessment is good. Students' work is regularly and consistently assessed and teachers adapt their lessons and planning according to outcomes. Regular feedback ensures students are informed as to how to achieve maximum progress on their courses. The school monitors student progress meticulously. Analysis of entry and exit scores across the school shows that students make good progress. Progress is usefully benchmarked to the Common European Framework (CEFR) to enable students to easily see their level of achievement.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 The school demonstrates proper regard for health and safety, fire safety and first aid. Appropriate, fully implemented policies are easily available to staff and students through the school website and staff and student handbooks. Management ensures the safety of staff and students by conducting thorough risk assessments, including those for off-site activities. Safety equipment is checked regularly and evacuation drills take place at appropriate intervals. The building is fit for purpose and well maintained. Signage is clear. Classrooms are adequately heated and ventilated and furniture and fittings are suitable for students' needs.
- 4.3 The school maintains accurate admission and attendance registers, which are regularly updated and effectively monitored. Arrangements are in place for reporting any non-compliance to the Home Office, although this has not so far been necessary.
- 4.4 Pastoral support is good. Effective teamwork between student services staff, homestay families and teachers ensures that all aspects of student life are supported. Students receive a thorough induction and a helpful student handbook. However, it is not clear to students who they should approach regarding welfare concerns.
- 4.5 The school social programme is comprehensive and varied throughout the majority of the year and activities are directly linked to the curriculum. During short periods of the year the social programme is limited and students do not therefore consistently benefit from curriculum enhancement.
- 4.6 Good safeguarding arrangements are in place and are reviewed on a regular basis. The Designated Safeguarding Person (DSP) has received the requisite level of training and all staff have undergone basic training to ensure the safety and well-being of any young learners enrolled. To support its effectiveness, the school has two versions of the safeguarding policy; one for staff and adult students and a second simplified version with pictorial content for young learners. All staff undergo enhanced Disclosure and Barring Service (DBS) checks. Where homestay providers host under-18s, the lead carer is DBS checked. Thorough risk assessments ensure the safety of young learners in off-site activities by clearly identifying and mitigating specific risks for that age group.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Emphasise judgements about students' progress in lesson observations
- 5.3 Good progress has been made against this recommendation. Teaching staff benefit from regular observations conducted by the director of studies or principal. Formal feedback from these observations has been tailored to include a positive focus on assessing and demonstrating student progress.
- 5.4 Leadership provides clear educational direction as demonstrated by the quality of teaching and learning. There is an effective relationship between the principal, who is also a proprietor, and the director of studies. They meet regularly on a formal and informal basis to ensure good communication between them. These meetings are used to review budgetary requirements and ensure the school has sufficient resources to deliver good quality courses. Leadership effectively identifies priorities for improvement as evidenced by the introduction of the new on-line management system. However, staff require further guidance and clear direction to implement this to its full advantage. Leadership provides appropriate policies, which are regularly reviewed for effectiveness.
- 5.5 The school has good, clear quality assurance procedures through which student feedback is sought at regular points during a course. All feedback is analysed by management and reported back to staff in weekly meetings. Progress data is well analysed to assess the performance of individuals and the school as a whole. This analysis forms the basis of action planning and is effectively used by the school to drive continuous improvement. All staff receive regular appraisals, and teaching staff benefit from lesson observations and subsequent constructive feedback, resulting in a culture of continuous improvement. The school offers good quality weekly CPD sessions to existing and returning teaching staff.
- 5.6 The school has robust recruitment process and conducts checks to ensure the quality and suitability of staff, including those responsible for students aged under-18. Appropriate checks are carried out to confirm identity and right to work in the UK.
- 5.7 The school participates in a fee protection scheme.

6. ACTIONS AND RECOMMENDATIONS

The language school has maintained the good quality found at the last inspection.

Recommendations for further improvement

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

- 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 how and from whom to seek support in the event of a welfare concern.
- Provide clear guidance to staff to support the successful implementation of new initiatives.

INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. They held discussions with senior members of staff and with the proprietor. 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

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|------------------------|----------------|
| Ms Sarah Williamson | Lead Inspector |
| Ms Christine Reba Edge | Team Inspector |