



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

MONITORING VISIT

LEEDS ENGLISH LANGUAGE SCHOOL

Full Name	Leeds English Language School
Address	115 Victoria Road, Headingley, Leeds, LS6 1DR
Telephone Number	0113 275 1964
Email Address	bob@leedsenglish.com
Website	leedsenglish.com
Principal	Mr Robert Charlton
Proprietor	Mr Michael Corbett
Age Range	18+
Total number of students	178
Numbers by age and type of study	
	16-17: 2
	18+: 176
	EFL only: 178
Inspection date	03 Feb 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 Leeds English Language School is a privately owned company established in 2000 and located at two sites near the centre of Leeds. The school is owned by two directors, one who is responsible for strategic development and financial oversight, while the other in the role of principal is responsible for operational matters including marketing and development.
- 1.2 The school aims to provide excellent teaching with highly satisfied students who achieve their learning goals. It specialises in courses for intensive general English and preparation for the International English Language Testing System (IELTS) and offers teacher-training courses.
- 1.3 Most students are enrolled on courses for longer than three months although short-term students enrol for two to ten weeks, usually in the summer months. The school no longer accepts students under the age of 18. The large majority of students come from Africa and the Middle East and the remainder come from Europe, Asia and South America. The majority of students are male. All students are over 18 except for two 17-year-old students who are completing their courses. There are 23 students on Tier 4 visas.
- 1.4 Assessment of individual language skills and personal goals before or on arrival, places students on courses suitable for their needs. There were no students with special educational needs or disabilities enrolled at the school during this inspection.
- 1.5 The previous monitoring visit took place on 19 February 2013 when all Key Standards were met and the quality of education exceeded expectations.
- 1.6 The recommendations from the previous report are:
 - Consider consolidating the enrolment, induction, diagnostic testing and recording of students to further improve the development of the individual learning plans and to make them more accessible and useful in tutorial sessions.
 - Accelerate the pace of implementation of the wider appraisal process to identify earlier the areas of lower than expected performance and to support the rapid integration of new staff.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 19 February 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 learners' achievements is excellent. The school offers a range of courses that meet students' needs well and comply with Home Office requirements for students on Tier 4 visas. Teachers are well qualified and experienced and the quality of teaching is good. The best lessons are well paced and teachers use a range of activities and resources to challenge students and ensure they are actively learning throughout. In a small minority of lessons there was a lack of pace and challenge. Students' progress is excellent with a highly effective focus on individual learning and personal goals. Feedback on completed work is timely and helpful. Progress data is now collected efficiently and used to ensure students understand the progress they are making. As a result, students are well motivated and are very well prepared for further study or work.
- 2.3 Students' welfare, including health and safety, is excellent. The school provides a supportive environment where students feel safe. Well-monitored procedures ensure the health, safety and security of students and staff on the premises. Admissions and attendance management is rigorous and the school has appropriate systems for reporting Tier 4 students to the Home Office. Pastoral support is excellent and relationships in the school are harmonious.
- 2.4 The effectiveness of governance, leadership and management is excellent. Oversight is exceptional and provides a stimulus for continuous improvement across the school's activities. Communication within the school, including the collection of student and staff views, is highly effective. The rigorous use of data analysis ensures that student and staff concerns are addressed promptly. The school has made good progress to ensure that the wider appraisal process is implemented and new staff receive a thorough induction.

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 recommendation in this area from the previous inspection report is:
- Consider consolidating the enrolment, induction, diagnostic testing and recording of students to further improve the development of the individual learning plans and to make them more accessible and useful in tutorial sessions.
- 3.3 Excellent progress has been made against this recommendation. Detailed information on students' academic progress is held in one place and enables teachers to respond well to individual needs. Students' individual progress against their learning and personal goals are very well addressed during regular tutorials. Appropriate assignments from the school's virtual learning platform are selected and collected in individual folders. Students find the process, which includes thorough written feedback, very helpful and motivating. The system is well managed and beneficial to student progress, including further study or work.
- 3.4 The school offers a range of courses that meet students' needs well and comply with Home Office requirements for students on Tier 4 visas. Students are accurately placed on a course that meets their academic needs and personal goals. In addition students can choose from a range of free classes to support their individual needs.
- 3.5 The quality of teaching and its impact on learning is good. The teachers are well qualified, experienced and knowledgeable. Classes are very well planned and teachers use a range of activities to motivate and engage learners. Students work well cooperatively to practise and develop their language skills, and are well supported by teachers to make good progress in class. In the more successful lessons teachers use a wide range of resources and challenge individual students effectively to ensure they are actively learning throughout. There is a good focus on pronunciation and classes are well paced, lively and productive. In a small minority of lessons teaching is less effective and students are less actively involved in learning due to an over-reliance on paper-based resources, a lack of pace and less frequent challenge.
- 3.6 Students are given outstanding support to fulfil their learning needs and personal goals and as a result make excellent progress against their starting point. Class levels and marking are benchmarked against the Common European Framework of Reference for Languages. Frequent and varied assessment methods are used and include individual assignments that successfully encourage students to work independently, frequent class and level tests and regular marked homework. The results are discussed during fortnightly tutorials to ensure students are highly aware of the progress they are making. A very large majority of students are extremely satisfied with the support they are given and with progress they are making.

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 Arrangements to ensure the health, safety and security of the premises are very good and are managed effectively. The premises are pleasant, well maintained and provide appropriate learning and social areas. External security is good and arrangements for access for students with disabilities is managed on a case-by-case basis. Staff and students are highly aware of their responsibilities regarding their safety while on the premises. Policies are robust and external assessments are carried out and actions are implemented effectively.
- 4.3 Admissions and attendance registers are well maintained and up-to-date. Attendance monitoring is thorough and the attendance policy is strictly adhered to. Contact with students who are absent is timely and age appropriate. Procedures for reporting students on Tier 4 visas are well established and conform to Home Office requirements.
- 4.4 Pastoral support for students is excellent and relationships between staff and students and students themselves are harmonious and supportive. A culture of tolerance is embedded in the school and students report feeling very safe. Students appreciate the social programme that meets their needs well. Policies and security matters related to the very few remaining students who are under 18 are well managed. Regular meetings on student welfare ensure that issues are quickly addressed. Policies to prevent harassment are very effectively implemented.

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:
- Accelerate the pace of implementation of the wider appraisal process to identify earlier the areas of lower than expected performance and to support the rapid integration of new staff.
- 5.3 Progress against this recommendation is good. The appraisal system has been adapted to provide stronger focus on outcomes for students. New staff attend a well-planned, thorough induction and are allocated a mentor. Appraisal targets are agreed with staff and progress is monitored after six months. The process is still being developed with the introduction of key performance indicators for managers. A thorough approach to assessing the impact of changes will determine future developments.
- 5.4 Oversight is exceptional and managers provide clear direction that takes into account the views of staff. Self-evaluation and development planning is thorough and perceptive with ambitious plans and challenging targets that are well monitored. Staff are experienced and receive appropriate development opportunities, both in-house and externally. Directors effectively fulfil their duties in meeting the needs of all learners.
- 5.5 Quality assurance is outstanding and continuous improvement is embedded in the school's culture. The analysis and use of data to drive improvement is exceptional. Student and staff opinions are collected regularly and responses to feedback are prompt and appropriate. As a result students and staff responded very positively to pre-inspection questionnaires. There is a clear complaints procedure that is well understood by students.
- 5.6 The school provided detailed, timely and high quality information for inspectors. The website is attractive and all information, including policies, is accessible and up-to-date.

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:

- Promote the varied and effective methods of teaching and learning found in the most successful lessons to ensure best practice is implemented across the school.

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 one of 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 Sheila Morris	Lead Inspector
Ms Janet King	Team Inspector
Ms Sue Martin	Team Inspector