



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

EXTENDED MONITORING VISIT

SELECT ENGLISH

(03410953)

Full Name **Select English**

Address 13 Station Road, Cambridge, CB1 2JB

Telephone Number 01223 300529

Fax Number 01223 467150

Email Address hanna.claydon@selectenglish.co.uk

Website www.selectenglish.co.uk

Director Ms Hanna Claydon

Proprietor Mr Mervyn Martin
Mrs Helena Martin

Age Range 7+

Total number of students 54

Numbers by age and type of study 18+: 54
EFL only: 54

Inspection date **02 June 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Select English is a privately owned English language school established in 1996. It is located in the centre of Cambridge and is a wholly owned subsidiary of St. Andrew's Tutorial College. The school is governed by one of its proprietors who also acts as chairman. The aim of the school is to offer high quality personalised teaching that helps all students to reach their learning goals.
- 1.2 The school offers English language courses from elementary to advanced levels. Students enrol on courses of 15 to 30 hours duration per week, lasting from a minimum of two weeks to up to one year. Enrolment takes place on a weekly basis throughout the year, with peak enrolments during July and August. The summer programme comprises of residential courses for age groups 7-13, 13-16, 14-17 and 17 plus. Courses requiring accommodation with host families are offered for 14-16 year old students and for those over the age of 17.
- 1.3 At the time of inspection there were 54 students at the school, the majority male and all over the age of 18 years. A majority of students come from Italy, Japan, United Arab Emirates and China. No students have been identified with special educational needs or disabilities (SEND).
- 1.4 This monitoring visit has been extended due to the acquisition of new premises. For this reason, Section 4 of the Educational Oversight Framework will be looked at in detail.
- 1.5 The school was last inspected on the 13 May 2014 when it met all Key Standards and the quality of education was judged to meet expectations. The recommendations from the previous report are:
 - Ensure that all staff and managers are involved in the self evaluation process to drive the quality improvement process.
 - Include opportunities to include peer correction and self-evaluation by students during lessons.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous inspection of 13 May, 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 information provides prospective student's with an accurate and detailed picture of course provision. Courses meet the needs and language capabilities of the students as well as UK Visas and Immigration (UKVI) requirements. Initial assessment procedures are good and are effective in placing students on an appropriate course to meet their needs and career aspirations. Teaching and learning are good. Staff are very knowledgeable and most lessons are planned well to ensure students' are involved in learning and are making good progress. In a minority of lessons students are not fully engaged or challenged, with insufficient checking of progress. Students are supported well by regular assessments and helpful verbal feedback to help students to understand how to improve. Progress is regularly assessed, resulting in good achievement. However, targets in the progress diaries are too general and do not provide specific information on how students can further improve.
- 2.3 Students' welfare, including health and safety is excellent. The school buildings including the new residential site are well maintained and provide a very safe and comfortable environment which effectively supports learning. The school has excellent procedures for health and safety which conform to all legal, health and safety requirements. Security arrangements are high, resulting in a safe and secure learning environment. The school has excellent policies and procedures in place including those for first aid and safeguarding measures for students under 18. Admission and attendance records are accurate and well monitored. Appropriate procedures are in place for reporting the absence of Tier 4 students to UKVI. Pastoral support is good and provides a high level of support and guidance in accordance with the school's aims. Student induction is comprehensive and effectively prepares them for their studies. A varied programme of social activities is offered, which help students to learn about the history and culture of the area and get to know each other. Staff provide suitable guidance that helps students make their next steps into further training, education or employment. Students residing in the residential accommodation are very well cared for in order to ensure their safety.
- 2.4 The effectiveness of governance, leadership and management is good. Educational direction is clear and ensures high standard provision. Quality assurance processes are good. Teaching and learning are regularly observed and developmental feedback is used effectively to improve performance. Appraisals are effective and continuous professional development is linked to the observation process. Self-evaluation is good. However, a minority of points in the self-evaluation are not specific and do not show how and when the prioritised areas of improvement will be fully implemented, consequently, limiting the scope of improvement.

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 recommendation in this area from the previous inspection report is:
- Include opportunities to include peer correction and self-evaluation by students during lessons.
- 3.3 Excellent progress has been made this recommendation. Peer correction and self evaluation activities are thoroughly planned into each lesson. Students are now actively encouraged to participate in peer and self evaluation activities, resulting in students developing their English language and critical evaluation skills. Lessons are now observed against these criteria and opportunities for the sharing of best practice take place.
- 3.4 The school has a clear statement of its curriculum arrangements, and the courses offered are appropriate to the needs of the students and comply with UKVI requirements. Initial assessment is accurate and students are appropriately placed according to an assessment of English grammar and reading skills at a level according to the Common European Framework of Reference (CEFR). Need analysis are also conducted to ascertain goals and to help inform planning. As a result, students are placed on courses at a level suitable to their language skills.
- 3.5 The quality of teaching is good. Teachers are very knowledgeable and make good use of their language specialism to contextualise lessons and enhance learning. Good quality learning resources and materials are used effectively to enhance learning. In the majority of classes, students benefit from well planned, inspiring lessons that effectively promote independent learning and application of knowledge. In the small minority of lessons where teaching is less successful, teachers rely too heavily on the course textbook and do not sufficiently plan their lessons well. As a result there are periods in lessons where students are not actively involved in learning.
- 3.6 Assessment and tracking of progress are well managed. Students undertake fortnightly assessment tests as well as end of level tests every twelve weeks. Verbal and written feedback is effective, highlighting good aspects and weaknesses within students work. The results of these are recorded and appropriately monitored by teachers and managers. Homework is regularly assessed and marked and helpful feedback is given to help students to make progress and achieve. As a result, students report that they are well informed about the progress they are making.
- 3.7 Attainment is good. The majority of students make good progress in relation to their starting points, completing their studies and proceeding to higher qualifications or employments. Pass rates are 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 An extended monitoring visit has been conducted as a result of the acquisition of the new accommodation at Tenison Road.
- 4.3 Premises are secure, fit-for-purpose, well maintained and provide a safe learning environment for students. The school takes all necessary measures to ensure the health and safety of students. Health and safety policies, including first aid and fire safety, are comprehensive and implemented effectively. There are an appropriate number of trained first aiders and fire marshals, who are clearly identified on notices throughout the school and in the residential accommodation. Fire equipment is regularly checked with appropriate risk assessments in place for on and off site activities which are thoroughly reviewed. Students are provided with detailed information on fire evacuation procedures.
- 4.4 All areas of the school are neat, tidy and clean. Teaching rooms are large, light and airy with appropriate heating, sound insulation, lighting and ventilation. They contain good quality furniture appropriate for the age range and needs of the students enrolled and are in good decorative order. Common areas and washrooms are tidy, hygienic and sufficient for the number of staff and students.
- 4.5 Student registration, admission and attendance records are excellent. The school maintains a highly accurate admissions and attendance register. Record keeping is meticulous. The school checks the validity of all online secure English Language Tests (SELT's) and retains the services of a legal expert to ensure compliance. Attendance monitoring is excellent and highly effective in quickly identifying absent students. There are effective systems in place to ensure reports are made to UKVI should a student not fulfil visa requirements.
- 4.6 Pastoral support and guidance for students is good. The school views the welfare of its students as a priority in keeping with its aims. Students receive helpful advice and guidance from tutors and the welfare officer on a regular basis. Students are appreciative of the support they receive and report that their relationship with tutors is good. All staff demonstrates a clear commitment to the welfare and care of their students.
- 4.7 Students receive an appropriate induction which is well supported by an induction handbook. Together these provide students with useful information about health and safety issues, roles and responsibilities of students and staff, and information about the local area.
- 4.8 A varied social programme is offered which is suitable for adults as well as young students. School events and off site visits are regularly arranged to support the social integration of students and promote their cultural development.

- 4.9 Arrangements for safeguarding are excellent. Staff have a thorough awareness of child protection and appropriate policies are in place and implemented effectively. An up-to-date central register provides accurate information on the checks carried out on all staff including contracted staff. All staff working with students are trained to a suitable level in safeguarding and the senior management team closely monitor arrangements. All homestay carers and residential house managers have undergone enhanced checks by the Disclosure and Barring Service (DBS).
- 4.10 Management of accommodation is excellent. There are systematic and rigorous checks in place to recruit, monitor and review homestay carers as well as house managers for the residential accommodation. Communication between the accommodation staff, students and homestay providers are highly effective and ensure any issues are dealt with in a timely manner.

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:
- Ensure that all staff and managers are involved in the self evaluation process to drive the quality improvement process.
- 5.3 Good progress has been made against this recommendation. Staff and managers are now involved in the self evaluation and quality improvement processes through regular meetings, reviews and interviews. The plan is reviewed regularly by senior management. However, a minority of points in the plan do not detail how and when the prioritised areas of improvement will be implemented, consequently limiting the scope for improvement.
- 5.4 Oversight of the school is good. The recent acquisition of the new residential accommodation has been effectively managed. The school's leadership has a clear strategic educational direction and provides comprehensive oversight. Highly effective relationships exist between the proprietor and the managers and teaching staff. There is an effective staff appointments policy which results in appointing and developing appropriately qualified and experienced staff. This is reflected in the good quality of education, the care of the students and the fulfilment of the schools aims and objectives'. There are detailed policies and procedures in place which are regularly reviewed and appropriately implemented. As a result, appropriate action is taken in respect of course development, planning, maintenance of premises and student welfare.
- 5.5 The management structure is appropriate and clearly organised. Roles and responsibilities are well defined and understood by staff. Communication between staff is good and is well supported by regular meetings attended by staff. The school has all appropriate legal permissions in place.
- 5.6 Quality assurance arrangements are good and effectively support improvement. Senior academic managers conduct lesson observations and use these effectively to monitor the standards of teaching. A highly effective appraisal process is in place and continuous development plans help drive improvement.
- 5.7 Information provided by the school on its website enables prospective students to make an informed choice of school and course of study.
- 5.8 The school made information available to inspectors in a timely manner.

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:

- Ensure progress diaries contain clear, measurable targets as the basis for monitoring the progress of each student.
- Develop lesson planning to ensure to that all students' needs are being fully addressed in lessons.
- Ensure the school quality improvement plan details how and when the prioritised areas for improvement will be implemented.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. 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 language school.

Inspectors

Ms Eileen O'Gara	Lead Inspector
Mr David Cox	Team Inspector