



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

**EXTENDED MONITORING VISIT**

**ABC SCHOOL OF ENGLISH**

**(4118589)**

Full Name **ABC School of English**

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Principal Ms Sue Rao

Proprietor Ms Bozena Grzelak and Ms Sue Rao

Age Range 12+

Total number of students 75

Numbers by age and type of study Under 18: 8  
18+: 67  
EFL only: 75

Inspection date **14 July 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 previous inspection.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 The ABC School of English is a privately owned language school which was founded in 2002 and which is situated in central London. It is a limited company, owned and operated by the original two directors who fulfil the roles of director of studies and marketing director respectively. Its aim is to deliver quality English tuition in a personal, friendly, caring and positive learning environment. The school specialises in the Callan Method of teaching English, which focuses on listening and speaking practice, and the vast majority of students enrol for these courses. There were ten general English classes running at the time of the monitoring visit as well as several one-to-one classes. The school also offers examination preparation classes and English with dance and music but none were taking place during the visit.
- 1.2 There were 75 students enrolled at the time of the visit, eight of whom were under 18, with one student studying on a Tier 4 visa. Those under 18 are integrated into the adult courses. All the students have English as a second language and are recruited directly or through an established network of agents. There are slightly more female students than male, and their ages range from 14 to 53. Around 50 per cent of students are European, with Italian students forming the largest group. Most of the other students come from Spain, Japan and South Korea. No students were identified as having special educational needs or disabilities (SEND).
- 1.3 This monitoring visit has been extended due to a change of 20 per cent or more of the permanent teaching staff. For this reason, Section 3 of the Educational Oversight Framework will be looked at in detail.
- 1.4 The recommendations from the previous report are:
- Ensure that a development plan identifying future improvements flows from a self-evaluation process that involves all members of the school community.
  - Provide age-appropriate social activities for junior students to enable them to benefit from opportunities to practise their English and socialise with other students outside the classroom.
  - Consistently implement policies to ensure that students' learning is not negatively impacted by any lateness to class.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous inspection of 8 July 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. All five teachers have been appointed within the last year, but the change in staff has had no impact on the quality of education and teaching is consistently good. The school's curriculum policy is implemented effectively and courses are appropriate for students' needs. All courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Teachers have not had sufficient training in SEND issues to meet the needs of students. Students' language needs are assessed effectively before they start their course and they are placed on an appropriate programme. Students' progress is regularly assessed throughout their course and they receive extremely useful feedback which guides their future education. Students' progress is very good. There are effective and regular learning checks. Teachers show very good awareness of the students' needs. Student achievement is excellent.
- 2.3 Students' welfare, including health and safety, is good. The school provides a wide range of social activities for students, including juniors, which enhances their learning experience. The school has a good written policy on lateness which is effectively implemented. It has proper regard for health and safety issues, taking appropriate measures to promote fire safety, and has very good first aid provision but there is only one trained first aider. The school maintains very accurate registers of admission and attendance. Where Tier 4 students do not fulfil requirements for attendance, the school makes required reports to UK Visas and Immigration (UKVI). There is a designated, appropriately trained welfare officer who provides effective pastoral and personal support to students. An appropriate induction programme helps students quickly settle in to their studies. The safeguarding of students under 18 is very good, and regularly reviewed safeguarding arrangements are in place to support and protect them.
- 2.4 The effectiveness of governance, leadership and management is good. The school's development plan is fit for purpose and uses information gathered from all members of the school community to effectively identify future improvements. The leadership provides clear direction and ensures that the quality of provision is high. The proprietors are also the managers and so are fully aware of all aspects of the provision, which has a very positive impact on the students' education. Quality assurance is good. The school effectively uses accurate data from a variety of sources to manage and improve provision. All appropriate checks are carried out to confirm the identity and right to work of all staff and volunteers and all staff with unsupervised access to students under 18 have been checked by the Disclosure and Barring Service (DBS).

### **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 All the current teachers have been recruited since the previous monitoring visit, although the director of studies continues to teach where necessary. Teachers say they are well supported at the school and the method which is used for most lessons ensures consistent teaching quality. The change in staff has had no impact on the quality of education or compliance with the Standards.
- 3.3 The school has a written curriculum policy, supported by appropriate plans and schemes of work, which is implemented effectively. The subject matter and courses are appropriate for the needs of students and enable them to learn and make progress. All courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.4 Teachers have received limited training in special educational needs and disability issues which means that they cannot effectively identify and support students with SEND.
- 3.5 Students' written and oral skills are assessed before they start their course and the results used to place them on the most appropriate programme. They are regularly assessed whilst at the school and well supported with tutorials and written feedback. The students find this extremely useful in guiding their future studies and language improvement.
- 3.6 Students make very good progress and acquire new knowledge and skills in classes. Teachers demonstrate very good subject knowledge and classes are well planned. There are effective learning checks throughout all classes and work is accurately marked with useful comments which inform students as to what they need to do to improve.
- 3.7 Teaching is good and encourages students to apply intellectual effort and to show interest in their work. The pace of lessons is fast and covers a high volume of language items. Teaching demonstrates a very good understanding of the aptitudes, cultural backgrounds, needs and prior attainments of the students. Classroom resources are limited, but the teaching method used in most classes requires very little to supplement the course book.
- 3.8 Teaching, tutorials and the social programme ensure that students take responsibility for their progress and time in the UK. Student achievement is excellent. The vast majority of students successfully complete the course for which they enrol.

#### **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 recommendations in this area from the previous inspection report are:
- Provide age-appropriate social activities for junior students to enable them to benefit from opportunities to practise their English and socialise with other students outside the classroom.
  - Consistently implement policies to ensure that students' learning is not negatively impacted by any lateness to class.
- 4.3 Good progress has been made against the first recommendation. The college offers an interesting and varied social programme and many of the activities are free. There is adequate provision for juniors although the vast majority of such students live with their families and tend not to participate.
- 4.4 Progress against the second recommendation has been excellent. The school's management information system monitors lateness effectively and this is followed up with prompt and appropriate action. All staff have received training on developing a culture which expects punctuality. Students confirm that classes are not disrupted by latecomers.
- 4.5 There is very good provision for students who are ill or injured and all appropriate measures are taken to reduce risk from fire. The premises are well maintained with regard to the health and safety of students and are fit for purpose. Security is good; the only entrance is well monitored by reception staff. The college has a good written policy on first aid which is effectively implemented. Reception staff have received training on how to respond to incidents requiring first aid but there is only one trained first aider.
- 4.6 The school has very accurate and well-maintained admission and attendance registers with excellent systems in place for monitoring attendance and taking action where appropriate. The school makes reports to the UKVI where Tier 4 students fail to enrol or discontinue their studies.
- 4.7 There is a designated, trained welfare officer who effectively supports students. Students' welfare is also monitored through feedback sessions and tutorials. These produce action plans which include guidance on exam courses and pathways to further and higher education. Student feedback is collected in the first week and appropriate and timely action is taken. There are appropriate procedures to promote tolerance and good behaviour, and to prevent bullying.
- 4.8 Students state that staff are always available to give advice. Relationships between students, and between staff and students, are very positive.
- 4.9 Students receive an appropriate induction and a comprehensive handbook and welcome pack which effectively prepares them for their studies.



- 4.10 The school meets all its obligations in relation to safeguarding those students under 18, and DBS checks are carried out on all staff. The safeguarding policy is implemented effectively and there are internal continuing professional development sessions twice a year for all staff. These have led to a school culture of safeguarding students.

## **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 a development plan identifying future improvements flows from a self-evaluation process that involves all members of the school community.
- 5.3 Good progress has been made against this recommendation. The school's development plan is fit for purpose and uses information gathered from management meetings, students and staff. It sets targets for improvement with key action points, assigned responsibilities and realistic analysis of strengths and weaknesses. The plan is used by the school to effectively identify and measure improvements in provision.
- 5.4 The leadership has clear educational direction as reflected in the experience of its students, quality of provision, and fulfilment of its aims. The proprietors also manage the school and this is very positive in supporting growth and improvement as they are fully aware of all operational and strategic issues.
- 5.5 Quality assurance is good. The school effectively uses data from student feedback to improve provision. This feedback is gathered from tutorials and satisfaction questionnaires at the beginning and end of courses. Monthly summaries and quarterly reports are generated and used to inform management meetings and the development plan. Students confirm that the school has a system for obtaining their views and responds to their concerns and would recommend the school to other students.
- 5.6 Appropriate checks have been carried out to confirm the identity and right to work in the UK of all staff and volunteers. All the staff who responded to the pre visit questionnaire confirmed that the application and appointment process is rigorous. All teaching staff with unsupervised access to students under 18 have undertaken DBS. The school provides a fee protection scheme through its membership of a professional association.
- 5.7 The school provides all appropriate information on its website to enable prospective students to make informed choices before enrolment.

## **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:

- Provide staff with appropriate training to enable them to identify and support students with SEND.
- Ensure that there are sufficient first aiders to provide cover in the case of staff absence.

## 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 school.

### Inspectors

Mr Tony Gill	Lead Inspector
Ms Sharon Weston	Team Inspector