



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

MONITORING VISIT

WIMBLEDON LANGUAGE ACADEMY

Full Name of College **Wimbledon Language Academy**

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Principal Mr Martin Brock

Proprietor Mr Martin Brock and Mrs Patricia Sweet

Age Range 18+

Total number of
students 70

Numbers by age and
type of study Under 18: 0
18+: 70
EFL only 70

Inspection date **05 Nov 2013**

PREFACE

This inspection report follows the Framework for Educational Oversight 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, including 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 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 for private colleges;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations to colleges 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 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.

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1. CONTEXT

- 1.1 Wimbledon Language Academy is a limited company owned by the principal and director of studies, who both teach full time at the school. It is situated in a modern two-storey building in a residential area of Wimbledon. Its aim is to provide low-cost, high-quality English language courses to international students and to provide them with a meaningful learning and cultural experience.
- 1.2 The provision includes general English language courses from pre-intermediate to advanced level lasting between 2 and 42 weeks, with continuous enrolment throughout the year. Courses are matched to the Common European Framework of Reference (CEFR). There have been no significant changes since the first inspection.
- 1.3 At the time of the inspection, there were 70 students enrolled of whom a slight majority were female. Approximately half of the students come from Europe and the rest mainly from Brazil and Asia. All students are aged 18 and over, and have English as a second language (ESL). There are no students assessed as having special educational needs and/or disabilities (SEND).
- 1.4 The school was first inspected from 20 to 22 November 2012 when it was found to meet expectations.
- 1.5 The main action points and recommendations from the previous report are:
 - Ensure that the marking of student work provides specific guidance for improvement.
 - Ensure that ILPs clearly identify specific and measurable student targets which are reviewed regularly.
 - Develop a regular process of appraisals to ensure that staff professional development needs are identified and met.
 - Ensure that a review of health and safety procedures is included in staff training.
 - Instigate a more formal process for collecting and analysing student feedback to maximise improvements across the provision.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** The previous inspection of 20 to 22 November 2012 was judged to meet expectations and the quality of education as judged at that time has been improved.
- 2.2 The quality of the curriculum, teaching and students' achievements is excellent. All courses on offer to Tier 4 students lead to qualification and outcomes which meet Home Office requirements. The quality of teaching is good, consequently students make good progress. The school has made excellent progress in providing specific guidance for marking students' written work. Good progress has been made in identifying clear targets for students' individual learning plans (ILPs) and in reviewing them regularly, but these are not always completed fully by teachers. Information obtained from lesson observations is not linked to the appraisal process and the Continuous Professional Development programme (CPD) does not include training for addressing the needs of students with learning difficulties.
- 2.3 Students' welfare, including health and safety are excellent. All requisite procedures and policies are in place to ensure the safety and well being of staff and students. A review of health and safety procedures is included in staff training. The induction for students is thorough and they feel safe and well supported. Registration and attendance are carefully recorded and monitored. Procedures are in place for reporting absence of Tier 4 students to the Home Office. The quality of pastoral care is excellent and students have a high regard for their teachers. The premises are well maintained and provide an attractive environment for teaching and learning.
- 2.4 The effectiveness of governance, leadership and management is good. The management has a clear strategic direction and reviews the provision regularly in order to provide effective oversight. A regular process for staff appraisal has been established although this does not always identify teachers' objectives with an indication of how and when they will be accomplished. Individual students' achievements are recorded but are not analysed in order to meet their future needs or to inform school improvement.

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

- 3.1 The quality of curriculum, teaching and learners' achievements is excellent. All key Standards continue to be met.
- 3.2 The recommendations in this area from the previous inspection report are:
- Ensure that the marking of student work provides specific guidance for improvement.
 - Ensure that ILPs clearly identify specific and measurable student targets which are reviewed regularly.
- 3.3 Excellent progress has been made against the first recommendation. All students now receive written feedback following submission of written work. This gives good, clear guidance on how students can improve. Students confirm that they appreciate the improved feedback, which they receive approximately every four weeks.
- 3.4 Good progress has been made against the second recommendation. The school's revised ILPs now clearly identify learners' targets, which are reviewed regularly, every two to three months for longer term students and every month for those on short programmes. However, the forms are not completed consistently by teachers to provide students with full information on progress.
- 3.5 The quality of teaching and learning is good. Consequently, students make good progress. The majority of lessons are very well planned with innovative use of materials which introduce students to British culture and festivals. Teachers have very good subject knowledge, although there are gaps in expertise when teaching students with SEND. In a minority of lessons, errors are sometimes made by teachers in using language correctly, there is insufficient error correction of students' responses, and questions are not targeted sufficiently well to particular students, making it difficult to assess the progress of individuals.
- 3.6 Relationships between teachers and students are excellent and students clearly enjoy their lessons.
- 3.7 Students feel they make very good progress as evidenced by their movement between levels and their social interactions outside the school. Students are assessed regularly to confirm they are on the correct level and transfer between levels is efficiently managed, as required. While test results are recorded for individuals in student files, they are not summarised in order to enable an analysis to be made to meet students' needs and to give an overall view of school performance. All Tier 4 students follow courses which lead to qualifications and outcomes which meet Home Office regulations.

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 The recommendation in this area from the previous inspection report is:
- Ensure that a review of health and safety procedures is included in staff training.
- 4.3 Good progress has been made in this recommendation. Guidance on procedures to ensure the health and safety of students and staff is now included in the staff handbook. Staff confirm they are well aware of how to ensure the safety of staff and students.
- 4.4 Arrangements for health and safety are excellent. The school complies with all statutory requirements and has effective policies and procedures in place to reduce risks. A new and effective system has been installed to improve fire detection and the quality of alarms. Students confirm that they are aware of what to do in the case of a fire. Risk assessments are carried out and recorded for activities outside the school. The premises are suitable for the courses offered and the building is clean and well maintained. Very attractive displays throughout the school help to make the environment a very pleasant one in which to study and work.
- 4.5 Admission and attendance records are efficiently recorded. Attendance is closely monitored and action taken if students fall below the expected 80 per cent attendance rate. The school complies with Home Office reporting requirements for students on Tier 4 visas.
- 4.6 Pastoral care is excellent and responds appropriately to the needs of adult students. They are provided with comprehensive induction information on how to access a range of services during their stay. Staff make every effort to provide a friendly and caring environment and students are extremely positive about their experience in the school. A very good range of social activities is in place to enhance their stay and introduce them to British life and culture.

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 recommendations in this area from the last inspection report are:
- Develop a regular process of appraisals to ensure that staff professional development needs are identified and met.
 - Instigate a more formal process for collecting and analysing student feedback to maximise improvements across the provision.
- 5.1 Satisfactory progress has been made on the first recommendation. Staff are now appraised regularly; a form has been constructed which contains details of future objectives for each teacher, but does not consistently specify how and when these will be accomplished. The information obtained from observations is not linked sufficiently well to the appraisal process.
- 5.2 Good progress has been made on the second recommendation. While feedback forms are issued regularly to students, the results are not summarised in order to assist evaluation. A student focus group has been established which meets monthly and enables increased information on the provision to be gathered.
- 5.3 The governance of the school continues to be good. The school management has a clear strategic direction and provides effective oversight which is successful in ensuring sound financial planning, and implementing appropriate procedures to ensure a safe and secure learning environment. All appropriate policies and procedures are in place, including relevant legal permissions. The key managers work well together and show a high level of commitment to addressing students' needs. Students confirm that they are well cared for and recommend the school to prospective students.
- 5.4 The school's self-evaluation report is mainly descriptive and does not evaluate the quality of teaching and learning. Teaching is regularly observed by the director of studies but findings from the observations are not linked to the appraisal process. There is a CPD programme in place, but this does not yet include training for addressing the needs of students with learning difficulties.
- 5.5 Students express a very high level of satisfaction with the all-round provision of the school. There is a clear complaints policy in place with provision for external adjudication, if necessary.

6. ACTIONS AND RECOMMENDATIONS

The language school has improved the good standards found at the last inspection.

Suggestions for further improvement

In order to improve the excellent quality provided, language school is advised to:

- Make better use of students' achievement data to identify students' potential outcomes, to monitor progress towards them, and to inform school improvement.
- Increase the rigour of appraisal so that it is linked to the findings of lesson observations in order to set and monitor targets for improvement.
- Ensure a consistent approach to the completion of ILP records in order to give better information and guidance on how students can improve.
- Include training through the CPD programme on identifying and meeting the learning needs of students with SEND.

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. The responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language school.

Inspectors

Mrs Suzanne Bell	Lead Inspector
Mr Tony Gill	Team Inspector