



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

**MONITORING VISIT**

**BSGS COLLEGE**

|                                  |   |
|----------------------------------|---|
| Full Name                        | <b>BSGS College</b>                               |
| Address                          | 109 – 111 & 119 New Road, London E1 1HJ           |
| Telephone Number                 | 020 7247 2959                                     |
| Email Address                    | h.mirza@bsgs.org.uk                               |
| Principal                        | Mr Khalil Mirza                                   |
| Directors                        | Mr Habib Mirza, Mr Khalil Mirza, Mr Brendan Brown |
| Age Range                        | 18+   |
| Total number of students         | 232   |
| Numbers by age and type of study | 18+: 232<br>EFL only: 222<br>FE only: 10          |
| Inspection date                  | <b>01 April 2014</b>                              |

## 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 Founded in 2006, BSGS College is situated in the East End of London and operates from two buildings on the same street. One building is used predominantly for administration and the other for teaching. The college is a company limited by guarantee, having three directors, one of whom has oversight of administration and development, another is the academic principal and the third is the English for Speakers of Other Languages (ESOL) manager. The college aims to offer affordable high quality courses delivered in a friendly learning environment.
- 1.2 Students studying English come from a range of backgrounds including from the European Union and South East Asia. The majority of students studying ESOL are from South East Asia. There are no international students on Tier 4 visas. There are 232 students enrolled of whom just under half are male. Ages range from 18 to 65 years. There are no students requiring support for special educational needs and/or disabilities (SEND).
- 1.3 The school offers English as a foreign language (EFL) courses for which students can enrol continuously and progress through the various award levels. In addition the school offers ESOL courses in preparation for examinations validated by several awarding bodies. There are also courses for the preparation of International English Language Testing System (IELTS) and Cambridge First Certificate Exam (CFE) examinations to be taken at other centres. The college is authorised as an open examinations centre for one of the English language examination awarding bodies. A small number of vocational courses are also offered in areas such as security and health and safety.
- 1.4 The college was inspected on 16 April 2013 and was judged to meet all the Key Standards for private further education colleges and quality was judged to be good. The college was judged to meet expectations.
- 1.5 The recommendations from the previous report are:
  - Ensure the action plan includes all areas for development identified in the self-evaluation report.
  - Combine the written and electronic records of student assessment to enable staff to identify the progress of individuals on bespoke courses.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 16 April 2013 the college 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. Initial assessment is thorough consequently students are enrolled at the right level. The curriculum is well-designed and is appropriate for the student intake. A few students receive personalised timetables, but details of these are not always recorded clearly. Teaching is well-planned and lively and students make good progress. Preparation for examinations is very diligent and attainment is good. Assessment of students' work is detailed and students know how to improve.
- 2.3 Arrangements to assure students' welfare, including health and safety, are good. Security arrangements are appropriate. Pastoral support and guidance is effective. The college has a strong awareness of diversity and promotes integration. The previous pleasing appearance of the college has deteriorated due to weather damage. Attendance monitoring is sound and the college meets requirements for registration and reporting.
- 2.4 The effectiveness of governance, leadership and management is good. Self-assessment is rigorous, accurate and includes a detailed action plan. Planning for the future is perceptive and based on accurate analysis. Student assessment is electronically recorded for all courses and analysis of data is used to affect improvement. Student views are sought and acted upon. Teaching is regularly observed but the lack of a structured observation process hinders systematic staff development planning.

### **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 Initial assessment is appropriate. Initial interviews accurately ascertain applicants' English language skills so consequently they are placed on the correct level of course. Detailed publicity materials and online information provide students with clear and accurate guidance before they enrol.
- 3.3 The college has accurately identified students' objectives and the courses offered match their requirements. Progression routes through the course levels are clear. Students' achievements are closely monitored, expectations are high and the majority of students reach their goals. English language courses are ranked according to the Common European Framework of Reference for Languages (CEFR) criteria so that the students' progress is effectively referenced against external norms. Managers closely monitor student achievement in regular academic meetings to ensure they are studying at the appropriate level. Students' personal circumstances are effectively accommodated when planning their individual programmes but this information is not always clearly recorded and shared so lesson planning is occasionally impeded.
- 3.4 Teaching is good. Experienced and knowledgeable teachers ensure that all students make significant progress. The college has written and published its own ESOL materials, specifically designed for its courses, so ensuring that they are appropriate. Motivated, responsive students, lively delivery and clear exposition all contribute to good achievement. Grammar and pronunciation are carefully corrected. Teachers use assessment well to guide students. Detailed and regular marking of work, and students' checking of their own and each others' written class exercises, enable them to identify areas for improvement. On some lower-level vocational courses an overemphasis on rote-learning rather than explanation of meaning prevents real understanding. Students confirm that teachers monitor their progress well, take account of their own views, set them attainable targets and are very supportive. Inspection evidence shows that students attain good standards and make good progress in relation to their starting points.
- 3.5 The courses on offer meet Home Office requirements should there be a future intake of international students on Tier 4 visas.

#### **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 Health and safety arrangements are good. The health and safety policy is detailed and comprehensive, including clear allocation of responsibilities. The principal and the safety representatives regularly discuss any concerns to further ensure that arrangements are up-to-date. First aid boxes are very accessible and information about nearby hospitals is readily available. Incidents are logged in detail. Fire safety and the maintenance of electrical equipment are rigorous. Security arrangements are appropriate.
- 4.3 The college is situated in a vibrant area of London with good access to places of interest. The atmosphere is friendly, welcoming and lively. The premises are of an appropriate size for the number of students and have sufficient washrooms. A few classes are overcrowded. The previous good maintenance of the college has been marred by recent weather damage; some redecoration is required.
- 4.4 Induction is satisfactory. Students confirm that they are fully informed of health and safety requirements and given good course information. The welfare officer and the reception team know students' individual needs and circumstances well. They are very accessible and students say they feel supported well.
- 4.5 The college has a good awareness of diversity. The college aims to promote integration by developing students' ability to deal with daily life in the UK. For example ESOL teachers link English learning with its practical use. Students undertake assignments such as health service visiting or shopping outside and then report back on the experience to their class.
- 4.6 The maintenance of student registration and attendance records is satisfactory. For any future Tier 4 intake, the college has effective arrangements in place to make the necessary reports to the Home Office when a student fails to enrol or discontinues study and does not fulfil the Home Office requirements for attendance.



## 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 previous inspection report are:
- Ensure the action plan includes all areas for development identified in the self-evaluation report.
  - Combine the written and electronic records of student assessment to enable staff to identify the progress of individuals on bespoke courses.
- 5.3 Progress against the first recommendation is satisfactory. A simple but clear action-plan indicates areas for development, timelines and responsibilities. Self-evaluation accurately identifies strengths and areas for improvement.
- 5.4 Progress against the second recommendation is satisfactory. An electronic database records students' progress, and is used to track individuals' and course achievement. Comparison with previous years' results for some programmes further ensures that performance data are used to drive improvement.
- 5.5 Strategic planning is very good. The management team sets out a clear idea of the future direction of the college. They know their neighbourhood catchment area well and have successfully analysed the curriculum requirements of local students. An innovative marketing plan including television shows on community channels, and distinctive publicity materials, further aid good recruitment. The college analyses the success of campaigns and ensures they are well focused through surveys of telephone enquiries. There are plans to enrol international students on tier 4 visas in the future.
- 5.6 The managers work very well as a team. They are on site much of the time and so are available to both teachers and students, which contributes to the helpful and friendly ethos of the college. Regular meetings of teachers and managers ensure that communication is effective and teachers contribute to college improvement.
- 5.7 Quality monitoring is satisfactory. Regular staff observations, including by teachers' peers, allow weaknesses to be identified and overcome, but the lack of a systematic teaching observation programme reduces effectiveness. Annual teacher appraisals focus effectively on self-assessment and target setting. In the case of bespoke English classes the academic manager and teachers regularly share expertise so that teaching is effectively monitored and improves. Managers make some use of end of course student questionnaires to affect improvements.

- 5.8 An excellent, attractively designed website ensures that students receive a realistic impression of the college. Authentic photos of students, classes and events, and links to college pages on social networks further enable potential students to judge whether the college is appropriate for them. Clear information about courses, visa regulations and admission requirements help them enrol on the most suitable programme.

## 6. ACTIONS AND RECOMMENDATIONS

The college has maintained the good quality found at the last inspection.

### **Recommendations for further improvement**

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

- Develop a systematic lesson observation and staff development process to enhance teaching and learning.
- Ensure that any individual personalised student timetables are clearly recorded and shared so as to facilitate lesson planning.
- Implement building repair work so as to restore the attractive appearance of the premises.

## 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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

|                  |                |
|------------------|----------------|
| Ms Jane Beeson   | Lead Inspector |
| Ms Sharon Weston | Team Inspector |