



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

MONITORING VISIT

BSGS COLLEGE

Full Name	BSGS College								
Address	119 New Road, London E1 1HJ								
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Website	www.bsgs.org.uk								
Principal	Mr Habib Mirza								
Proprietor	Mr Habib Mirza, Mr Khalil Mirza, Mr Brendan Brown								
Age Range	18+								
Total number of students	267								
Numbers by age and type of study	<table> <tr> <td>18+</td> <td>267</td> </tr> <tr> <td>EFL only</td> <td>210</td> </tr> <tr> <td>FE only:</td> <td>57</td> </tr> <tr> <td>EFL and FE:</td> <td>267</td> </tr> </table>	18+	267	EFL only	210	FE only:	57	EFL and FE:	267
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EFL and FE:	267								
Inspection date	14 April 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 Founded in 2006 by a group of teachers, BSGS is located in east London. It is a company limited by guarantee and has three directors, each of whom leads on a specific area of the provision. It consists of two buildings, located very close to one another. The college aims to offer affordable high quality courses delivered in a friendly environment.
- 1.2 Courses in English as a foreign language (EFL) and in English for speakers of other languages (ESOL) are offered. The EFL courses include special examination preparation courses for the International English Language Testing System (IELTS) and Cambridge First (FCE) and Advanced (CAE). Examination classes for UK citizenship are also offered. A small number of on-line courses are available in food safety and health and safety. These were not operating at the time of the inspection. The college is authorised as an examinations centre for an EFL awarding body.
- 1.3 Most students come from the local area, mainly from South East Asian backgrounds, followed by students from Italy and Spain. At the time of the inspection, 267 students were enrolled, of whom the majority are female. There are currently no students enrolled with special educational needs and/or disabilities (SEND). The college does not admit students under the age of 18.
- 1.4 The college was previously inspected on 1 April 2014 when it met all Key Standards and was judged to meet expectations. The recommendations from the previous report are:
 - 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.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 1 April 2014 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. Accurate assessment on arrival ensures students are placed in appropriate classes. Courses offered meet students' needs and Home Office requirements. Students from the local community enrol onto ESOL courses, and build on their work in the college in their everyday use of English. A small number of vocational courses are on offer. The majority of teaching is satisfactory and all teachers have good subject knowledge. The limited range of resources used in the classroom sometimes limits progress. Regular homework is beneficial, but marking needs attention; the inconsistent use of helpful comments to guide improvement can limit academic development. Progress and attainment are good. High levels of success are achieved in external examinations.
- 2.3 Students' welfare, including health and safety, is good. Fire safety conforms to legal requirements. Appropriately trained fire safety and first aid staff are in place to support the safety of all. Good signage allows staff and students to know what to do in the event of an emergency. Good progress has been made against the recommendation to improve the standard of decoration of the premises. Both buildings provide suitable accommodation for staff and students. Levels of pastoral care are excellent. Community links are highly effective in further supporting students. Relationships in the college are excellent and support the positive atmosphere. Registration and attendance records are accurate and well maintained. There are currently no Tier 4 students enrolled. Procedures for contact with the Home Office, if necessary, are appropriate.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. The three directors are the proprietors. They provide effective governance and leadership and are also involved in the activity on a day-to-day basis. Frequent and effective communications take place between staff, ensuring a shared understanding of the operation and its activity. Self-evaluation is undertaken by a small number of managers; there is no facility for all staff to contribute. Its findings are not always clear in terms of strengths and areas for development. This, together with the absence of an action plan, reduces opportunities for improvement. The majority of student feedback is not yet analysed, nor are other data collated to support improvement. Satisfactory progress has been made against the recommendation to develop a systematic lesson observation and staff development process to enhance teaching and learning. Lesson observations are insufficiently challenging to bring about improvements. Little staff development is undertaken to help raise standards. Appraisals do not yet identify development targets to raise standards.

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:

- Ensure that any individual personalised student timetables are clearly recorded and shared so as to facilitate lesson planning.

This recommendation no longer applies as no student now has an individual personalised timetable. These were discontinued as a result of examination changes and were deemed not to be necessary.

3.3 The initial assessment and placement of students on arrival is good. Accurate testing places students in classes appropriate to their needs. Course provision is good and ensures that students are suitably educated in accordance with the college's aims and with their future objectives. The college has, and implements, an appropriate curriculum policy. The mix of EFL, ESOL and vocational courses meets the needs of the current students, the vast majority of whom are local to the area. Courses are suitably based on course books or awarding body requirements, allowing students to make appropriate progress. The EFL courses focus solely on speaking and listening. This involves a great deal of repetition which is effective in supporting improvement. The examination preparation courses meet student expectations, while the ESOL courses meet the aspirations of those wishing to apply for British citizenship. On-line vocational courses in health and safety and food safety offer appropriate progression routes into employment. There are currently no Tier 4 students, but courses meet Home Office requirements for those on Tier 4 visas.

3.4 Teaching is satisfactory. Teachers have good subject knowledge and understand their students well, so supporting development. A positive atmosphere and excellent relationships are evident in lessons, contributing in most cases to the active involvement of students in their learning. Much of the teaching is lively and interesting, challenging the students, who make good progress. On the occasions where teaching is less effective, teachers talk too much and do not provide students with enough opportunity to play an active part in learning, for example through discussion or question and answer sessions to check on learning. Less successful teaching also relies too much on course books reducing student motivation. In part, this reflects the limited range of supplementary materials available to offer variety and stimulation in learning. For examination preparation classes, students benefit from the regular homework given. Work is marked regularly but the teacher's comments provided do not always give enough information about what to do to make further progress.

3.5 Progress and attainment are good. The vast majority of students complete the course for which they originally enrol. They report that they are making good progress and value the support they receive from their teachers. They reach suitably

high levels of attainment based on their starting points and the lengths of their courses. Progress is helped by the fact that students are based locally and use the language on a daily basis in a wide range of contexts. Results for external ESOL and vocational examinations are excellent, with the vast majority of students securing high pass rates.

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 recommendation in this area from the previous inspection report is:
- Implement building repair work so as to restore the attractive appearance of the premises.
- 4.3 Good progress has been made against this recommendation. Areas that had been damaged by water have been made good. Floors have been replaced with suitable attractive coverings. Walls and ceilings have been freshly painted. The premises now provide a bright and modern environment to support effective teaching and learning.
- 4.4 Appropriate measures are taken to reduce risk from fire and other hazards. Advice on fire safety has been sought from an independent specialist company. Fire drills are held regularly. Clear signage ensures that staff and students know what to do in an emergency. Sufficient numbers of trained fire marshals and first aiders are in place on both sites and first aid boxes are appropriately stocked.
- 4.5 The premises are adequately maintained and the levels of cleanliness are good. Access to the building is not possible for those in a wheelchair because of the high number of stairs. Classrooms are of a good size in both buildings and appropriately furnished, so providing a suitable learning environment.
- 4.6 Student registration and attendance records are good. They are accurate and suitably maintained, with information uploaded regularly onto a central database. There are currently no students on Tier 4 visas attending the college. Appropriate procedures are in place for making any necessary reports to the Home Office.
- 4.7 Levels of pastoral support are excellent. Links into the local community are strong and further support the care provided. Students report that staff, including teachers, are easily accessible to help them when necessary. Any issues that arise are addressed promptly and effectively. Relationships between staff and students, and amongst the students themselves, are excellent and contribute to the positive and friendly environment. This was confirmed in the pre-inspection questionnaire and in discussions with students. Inspectors support this view.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is satisfactory. All Key Standards continue to be met.
- 5.2 The recommendation in this area from the previous inspection report is:
- Develop a systematic lesson observation and staff development process to enhance teaching and learning.
- 5.3 Satisfactory progress has been made against this recommendation. A programme of systematic lesson observations, linked to appraisals, is in place to support enhanced teaching and learning. To date, appraisals do not identify development targets to improve performance. Lesson observations lack sufficient challenge and do not result in development targets being set, nor in informing a programme of professional development. Little professional development is undertaken by teachers, resulting in missed opportunities to raise individual standards of teaching and to further enhance the quality of the provision.
- 5.4 The three proprietors are the directors, each with a specific role. They provide satisfactory leadership and a clear educational direction, so support on-going developments. They exercise due oversight of the college and its operations. They ensure responsibilities are fully discharged for educational standards, investment in staff, accommodation and financial securities. They are involved both at a strategic and an operational level. Their good understanding of their specific areas of responsibility effectively supports the operation and the staff.
- 5.5 Communications amongst staff are frequently informal in nature, given the small size of the school. They are effective and allow staff to keep up to date with developments. Staff share the vision for the operation and this contributes to the positive ethos in the school.
- 5.6 Quality assurance is satisfactory. Self-evaluation lacks a realistic overview of the strengths and areas for development of the college, and does not draw upon the views of all staff. An action plan with a clear timeframe is still to be drawn up to support its effective monitoring. Regular feedback gained from students is very positive, and their suggestions are often implemented. More formal analysis of student feedback and other information is not carried out, which limits the impact of self-evaluation. The college has a supportive culture of handling student concerns and responding appropriately.

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 should:

- Ensure that the self-evaluation process involves all staff, and results in an action plan with clear targets that are monitored regularly.
- Improve the quality of lesson observation so that it clearly identifies strengths and areas for development to enhance quality in the classroom.
- Extend the arrangements for appraisals to provide all staff with clear targets for development.
- Implement a system for collating and analysing student feedback data to inform quality improvements.
- Increase the availability of learning resources and ensure their effective use in the classroom to enhance progress.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff and examined samples of students' work. They held discussions with senior members of staff, which included one of the proprietors. The responses of staff and students to confidential pre-inspection questionnaires were analysed.

Inspectors

Ms Nicole la Hausse de Lalouvière	Lead Inspector
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