



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

**MONITORING VISIT**

**BRITISH STUDY CENTRES, BOURNEMOUTH**

Full Name of College	<b>British Study Centres, Bournemouth</b>
Address	1st Floor, Bristol and West House, Post Office Road, Bournemouth, BH1 1BL
Telephone Number	01202 587100
Fax Number	01202 314979
Email Address	roland.sharp@british-study.com
Principal	Mr Roland Sharp
Proprietor	Mr Simon Cleaver
Age Range	12+
Total number of students	84
Numbers by age and type of study	Under 18: 3 18+: 81 EFL only: 81
Inspection date	<b>19 March 2013</b>

## 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 UK Border Agency 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.

# CONTENTS

	Page
<b>1 CONTEXT</b>	<b>2</b>
<b>2 SUMMARY OF FINDINGS</b>	<b>3</b>
<b>3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS</b>	<b>4</b>
<b>4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY</b>	<b>5</b>
<b>5 THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT</b>	<b>6</b>
<b>6 ACTIONS AND RECOMMENDATIONS</b>	<b>7</b>
<b>INSPECTION EVIDENCE</b>	<b>8</b>

## 1. CONTEXT

- 1.1 British Study Centres (BSC) is a privately-owned family company, part of which consists of four schools teaching English to international students. Strategic leadership for the development of the schools is provided by the managing director. The school in Bournemouth was established in May 2010, and operates from premises in the centre of the town. The school is led by the director, who reports to the managing director.
- 1.2 The school's mission is to offer high quality, varied and stimulating lessons directly linked to the students' needs. A number of different English language courses are offered, with the most popular being the 20 hour general English course. Enrolments take place every Monday, with the minimum length of stay being two weeks. Occasionally closed groups will stay for one week only. The adult school admits students from the age of 16 and the vast majority are aged 18 – 24 years. Out of the busy summer months closed groups with students aged 12 – 16 are accepted. The majority of those attending courses come from Europe, South America and the Middle East. A small minority are from the Far East. At the time of the inspection there were 84 students registered. There are equal numbers of male and female learners. There are no students identified as having special educational needs and/or disabilities (SEND).
- 1.3 The last inspection took place from 6 – 7 March 2012. At the time of the last inspection the school was judged to exceed expectations.
- 1.4 The main action point and recommendation from the previous report is:
  - Formalise the after school activities for under 18 year olds and publicise a weekly programme.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** The previous inspection of 6 – 7 March 2012 was judged to exceed 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 excellent. All new arrivals are effectively assessed and placed in an appropriate class. Students are aware of what they will be studying through weekly course outlines, together with on-line information. Teachers make effective use of an extensive on-line bank of materials, developed in the school, to support their delivery of engaging and interesting lessons. All teaching is good or excellent. Student files are well organised and a majority of written work is corrected on-line. Assessment of students' progress is highly developed and effective. Regular weekly testing effectively monitors progress. Students are given first rate guidance through the on-line tutorial system, so allowing them to know the progress they are making.
- 2.3 Welfare, health and safety are excellent. The premises are extremely attractive and well maintained. Fire safety is very good and conforms to legal requirements. Pastoral care is first rate. Students feel well supported and know who to speak to if they have a problem. Attendance registers are accurate. The attendance policy lacks detail for students about what steps are taken and when in the case of absence. The standard of accommodation offered is very good, so contributing positively to the students' experience of the UK. Safeguarding training is limited to key staff. All staff and families hosting those under 18 years are checked through the Disclosure and Barring Service (DBS). After-school arrangements for students under 18 years old are excellent and support higher levels of engagement. Awareness of the needs of students with learning difficulties is limited. There is little awareness of the needs of students with learning difficulties, which limits staff ability to effectively support such students.
- 2.4 Governance, leadership and management are excellent. Communication between senior managers and staff is frequent. This has a positive effect on the learning environment. The self-evaluation completed for the inspection is useful, but does not benefit from the input of the wider staff. Staff appraisals are undertaken annually. However, there are variations in the way they are implemented and in their effectiveness. Regular observations lead to improvement in teaching and learning. The school is committed to personal development. School-led staff development is excellent and has a positive impact on teachers' performance. Staff turnover is low, resulting in a highly trained and experienced staff who work for the maximum benefit of the learners. Student feedback is collected regularly, but limited analysis and action planning reduces its effectiveness in identifying areas for improvement. A clear complaints procedure is in place, and is known to students.

### **3. THE QUALITY OF 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 All students are effectively assessed on arrival and placed in an appropriate class. Each student's academic aims are assessed initially and this information is given to the teacher to inform effective planning of classes.
- 3.3 The curriculum is comprehensive and aligned to the common European framework of reference (CEFR). Students are aware of what they will be studying through weekly course outlines, together with on-line information. Materials available to learners and teachers are varied and up to date and include substantial on-line banks. These support learners in their learning and teachers in their delivery of engaging and interesting lessons.
- 3.4 All teaching is good or excellent. Lessons observed are well prepared, challenging and varied. Lesson aims are clearly stated at the beginning of the lesson allowing students to know exactly what they will be covering in class. Board work, questioning and error correction are excellent. However, pronunciation is sometimes overlooked and in a minority of classes there is evidence of teachers using inaccurate pronunciation. Student files are well organised and the majority of written work is corrected on-line. A sophisticated and highly effective colour-coded correction system is used to provide exemplary guidance on areas of weakness and what to do to improve.
- 3.5 Regular assessment through weekly tests effectively monitors progress. Students are given first rate guidance through the on-line tutorial system. Those identified as not progressing sufficiently are given extra support to ensure they make progress in line with their aims. Students consider they are making good progress. This view is shared by the inspectors.

#### **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 last inspection report is:
- Formalise the after school activities for under 18 year olds and publicise a weekly programme.
- 4.3 Good progress has been made against the recommendation. After-school activities for those under 18 years are now defined and carefully planned. They are publicised and clearly displayed on noticeboards and are focused on the needs of these learners. Uptake of the activities is currently limited as there are very few students under 18 in the school.
- 4.4 The premises are extremely attractive and well maintained. Classrooms are large and bright and student areas support independence of learning. Fire safety is good and conforms to legal requirements. Excellent emergency procedures are in place to ensure the safety of all. Comprehensive risk assessments are in place for all activities.
- 4.5 Pastoral care is excellent. Students feel safe and well supported and know who to speak to if they have a problem. A monthly workshop managed by an external agency, offering guidance for university applicants, is very popular and provides effective support.
- 4.6 Attendance registers are accurate. The attendance policy is well understood by staff but lacks detail for students about what steps are taken, and at what point, in the case of absence. Appropriate procedures are in place for making any necessary reports to UK Border Agency (UKBA).
- 4.7 The standard of accommodation offered by home-stay families and in the student house is very good. Regular newsletters to the families include information on hosting foreign students. The increased understanding resulting from this supports the students in their stay in the UK.
- 4.8 Key staff have received safeguarding training. Awareness of this area is limited amongst the wider staff. All staff and families hosting learners under the age of 18 are checked through the DBS. There is little awareness of the needs of students with learning difficulties, which limits the ability of staff to effectively support such students.



## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

- 5.1 The effectiveness of governance, leadership and management is excellent. All key Standards continue to be met.
- 5.2 Communication between the senior managers is frequent and both formal and informal. The managing director is located in the school and the strong sense of rapport between him and the principal has a positive effect on the entire learning environment. Staff are kept abreast of new developments at a variety of team meetings, where they are also able to feed in their ideas. These are valued and further enhance the quality of the first rate learning environment. Overall, relationships are excellent, and so impact positively on the efficient and smooth running of the school.
- 5.3 The self-evaluation completed for the inspection is useful, but does not benefit from the input of the wider staff. A system of annual appraisals is in place. Development goals are set clearly for teachers, resulting in improvements in teaching and learning. Inconsistencies in the completion of the appraisals results in differences in the effectiveness of the system, so all staff do not benefit equally. Different types of lesson observation are undertaken frequently, which lead to improvement in the classroom. The school is committed to personal development. School-led staff development is excellent, providing a wide range of workshops and impacting positively on staff performance. Teachers attend a variety of external events regularly, keeping them abreast of developments in the sector. The school is generous in its support of teachers to undertake higher-level specialist qualifications. Staff turnover in the school is low, resulting in a highly trained and experienced staff who offer stability to the students.
- 5.4 Feedback is collected from learners in the first week and on completion of the course. The data is collated for the whole year. However, limited analysis and recorded action planning reduces the quality of information available for business planning. Insufficient analysis of progress data limits a clear understanding of student progress over time.
- 5.5 A clear complaints procedure is in place, and is made known to students. The school receives very few complaints and those that are received are recorded and dealt with sympathetically and promptly.

## **6. ACTIONS AND RECOMMENDATIONS**

The language school has maintained the excellent standards found at the last inspection.

### **Suggestions for further improvement**

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

- Analyse student progress and feedback data so that it can be easily understood and demonstrate trends over time.
- Standardise the appraisal system to ensure that all staff benefit equally.
- Ensure that all staff are trained in safeguarding.
- Increase awareness of how to identify students with learning difficulties and how to better support such students.

## 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 and with the managing director. The responses of staff and students to pre-inspection questionnaires were analysed.

### Inspectors

Ms Nicole la Hausse de Lalouvière	Lead Inspector
Ms Liz Brynin	Team Inspector