



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

**MONITORING VISIT**

**WINSOR EDUCATION**

**(Company number – 07667060)**

Full Name **Winsor Education**

Address City Gate House, 25 Moat Lane, Birmingham B5 5BD

Parent\Company name ILM (UK) Ltd

Telephone Number 0121 439 3916

Email Address info@winsoreducation.org.uk

Website www.winsoreducation.org.uk

Principal Mr Sarfaraz Ahmed Jagirdar

Proprietors Mr Sarfaraz Ahmed Jagirdar, Mr Muhammad Yaqub  
Mr Mohammad Wahid Khan

Age Range 18+

Total number of students 21

Numbers by age and type of study 18+: 21  
EFL only: 21

Inspection date **14 November 2023**

## 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 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 Winsor Education is a private further education and language school located in Birmingham city centre, which was established in 2011 as a company limited by shares. It is owned and governed by three directors, one of whom acts as the principal. The school aims to provide high quality, affordable and accessible education to a wide range of students from diverse backgrounds. It admits students over the age of 18 only.
- 1.2 The school offers general English courses from beginner to advanced level and preparation classes for the International English Language Testing system (IELTS) examination. It also offers a course designed to assist students to achieve the B1 Certificate for Immigration Purposes. Students are selected following an initial interview and written task and can enrol weekly throughout the year. The English courses delivered by the school are aligned with the Common European Framework and British Council learning outcomes for general English.
- 1.3 In addition, the school offers two foundation programmes in business management and general engineering that are not accredited by any recognised external agency. Students can enrol in May and September. They must demonstrate a good level of prior education and qualifications, including mathematics, and an English level of at least B1. However, these programmes were not running at the time of the inspection. The school has recently received approval to offer Awards for Training and Higher Education (ATHE) courses in management at Levels 4-7.
- 1.4 At the time of the inspection there were 21 students enrolled at the college. All are over 18 years of age and have English as an additional language. The numbers of male and female students are evenly balanced. Approximately half the student cohort are studying on short term visas and the majority of them come from the Middle East. The remaining students are temporarily resident, or applying for permanent residency, in the UK and originate predominantly from Albania. No students are currently studying under Student visa arrangements. At the time of the visit no students had been identified with learning difficulties or disabilities. The school does not provide accommodation for students.
- 1.5 The college was last inspected on 19-21 September 2019 when it met all Key Standards and was judged to meet expectations.
- 1.6 The recommendations from the previous report are:
  - Ensure effective oversight of maintenance checks to meet statutory requirements for the continued safety of staff and students.
  - Modify the processes for action planning to include the monitoring and evaluation of the effectiveness of actions taken.
  - Ensure that the lateness policy is consistently and rigorously implemented by all staff.

- Modify the appraisal process for academic staff to include consideration of outcomes from lesson observations.
- Ensure all policies made available on the website are easy to find.

## 2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations.** At the previous inspection of 19-21 September 2019, the 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. Assessment of students prior to and on arrival is good. Initial assessment is used effectively so that students are placed on a course and level that meets their needs. Students are well educated in accordance with the school's aims and objectives. The school does not currently offer courses to students studying under Student visa arrangements. The quality of teaching and learning is good. Knowledgeable teachers use their expertise well to plan lessons so that the content builds upon what has been learned previously, in a logical sequence. They use questioning effectively to ensure that students participate fully in whole class and small group work. They consistently correct errors so that students make good progress in improving their vocabulary and grammar. Consequently, students make good progress over time from their starting points towards their goals.
- 2.3 Students' welfare, including health and safety, is satisfactory. Health, safety and security of premises is good. Effective arrangements are in place to ensure the health and safety of staff and students. The premises are fit for purpose and suitably maintained. The school maintains accurate admissions and attendance registers and follows up absences promptly. Appropriate procedures are in place to report to the Home Office as necessary. Lateness to lessons is now accurately recorded by teachers. Pastoral support is satisfactory. Relationships are good and students feel safe. Managers provide effective support for students on personal matters. However, there is no female member of staff specifically identified to provide welfare support. Staff receive information at induction on preventing radicalisation and extremism. However, they have not received formal training on this or mental health awareness. There is insufficient information on sources of help for personal issues in staff and student handbooks.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. Ownership and oversight of the school is satisfactory. The principal and directors ensure sufficient investment in staff, accommodation and resources. They fully discharge their duty to ensure the health, safety and welfare of staff and students. All legal permissions are met. However, they have not ensured that good progress has been made against all of the recommendations from the previous report nor fully implemented their revised process for action planning.
- 2.5 Leaders and managers ensure that a good standard of care and education for students is maintained. They effectively review provision and identify priorities for improvement. However, they do not make full use of, and analyse, data to evaluate all aspects of the school's provision. Monitoring the quality of teaching through lesson observation is now good. Staff recruitment and suitability checks are satisfactory. However, at the time of inspection not all staff had two references on

file and dates of verification are not recorded. Provision of information is satisfactory.



### **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 Assessment of students prior to and on arrival is good. Students receive appropriate information from the website, and further advice and guidance from staff, in order to choose a suitable course of study. The school uses initial assessment effectively to determine a student's level and place them in a suitable class.
- 3.3 Course provision is good. The school has a clear statement of educational purpose which is supported by appropriate schemes of work and lesson planning. The courses offered are well matched to students' ages, aptitudes and language capabilities. As a result, students develop their skills and understanding and make progress. The school does not currently have students studying under Student visa arrangements. However, courses planned to accommodate them in the future, meet the definition of an approved qualification as set out in Home Office guidance.
- 3.4 The quality of teaching and learning is good. Teachers are knowledgeable. They use their expertise effectively to plan their lessons well. They use commercially produced, graded textbooks to provide a logical structure to lessons, so that the content builds upon what has been learned previously. They use questioning effectively to encourage the participation of all students in activities and discussion. Teachers give students plenty of opportunity to work together in pairs and small groups to practise their speaking skills. They correct errors consistently, which helps students to develop their vocabulary and improve their grammatical accuracy. As a result, students make good progress in lessons and over time. Students from a wide range of backgrounds study in an atmosphere of mutual respect and cooperation that promotes fundamental British Values and does not discriminate against those with protected characteristics. In a small minority of lessons, appropriate activities and resources are used but they are not challenging or exciting enough. Consequently, students are not inspired to make the maximum progress they could in the time available.
- 3.5 Students' progress and attainment is good. Students make good progress towards their learning goals, based on their starting points. They confirmed to inspectors that they are happy with their learning. The large majority of students on general English courses progress on to the next level.

#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is satisfactory. All Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Ensure that the lateness policy is consistently and rigorously implemented by all staff.
- 4.3 The school has made satisfactory progress towards this recommendation. Teachers now accurately record students who are late to class. However, punctuality data is not analysed at management level, so the lateness policy is not applied fully and efficiently.
- 4.4 Health, safety and security of premises are good. There are effective arrangements to ensure the health and safety of staff and students. Students and staff receive information and training during induction so that they know how to keep themselves safe. All necessary measures are taken to reduce risk to students from fire and other hazards. The school has appropriate general and fire risk assessments in place that are regularly reviewed. Sufficient fire-fighting equipment is provided and regular fire drills are carried out. Appropriate arrangements are in place to assist students who are ill or injured. The school premises are fit for purpose and suitably maintained in a clean and tidy state. Free drinking water is provided to support students' well-being.
- 4.5 Student registration and attendance records are satisfactory. The school maintains accurate admissions and attendance registers. Appropriate procedures are in place to monitor the attendance of individuals. The school makes contact promptly with students who miss classes. However, attendance data is not analysed to provide the school with accurate information on average attendance figures or emerging trends. Although the school does not currently take students under Student visa arrangements, appropriate procedures are in place to report to the Home Office as necessary.
- 4.6 Pastoral and personal support for students is satisfactory. There are good relationships between staff and students and students themselves. No instances of bullying or harassment have been recorded. The centre coordinator and principal are the main points of contact for students if they have any problems. They are aware that some students' personal circumstances may be stressful. However, no staff have undertaken any formal training in mental health awareness. There is insufficient information on sources of help for personal issues in staff and student handbooks. Students feel that all staff are approachable and provide effective support on personal issues when required. However, the nominated persons are all male, which is a potential barrier for female students. Staff receive information on preventing radicalisation and extremism during induction but have not received any formal training.

## 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 recommendations in this area from the previous inspection report are:
- Ensure effective oversight of maintenance checks to meet statutory requirements for the continued safety of staff and students.
  - Modify the processes for action planning to include the monitoring and evaluation of the effectiveness of actions taken.
  - Modify the appraisal process for academic staff to include consideration of outcomes from lesson observations.
  - Ensure all policies made available on the website are easy to find.
- 5.3 The school has made satisfactory progress towards the first recommendation. There is now a clear checklist covering all the required health and safety documentation. However, this does not include signed confirmation from a senior member of staff that these checks have been carried out by the designated person.
- 5.4 The school has made no progress towards the second recommendation. Following meetings at various levels, action plans are produced with appropriate target dates. However, despite designing a new process for action planning, there is still no consistent analysis or evaluation of progress made against the targets set.
- 5.5 The school has made good progress towards the third recommendation. Observation of teaching and learning now forms a major part of the appraisal process and the arising actions for improvement are well monitored.
- 5.6 The school has made satisfactory progress towards the fourth recommendation. The link to policies is now clearer, although this is still subsumed into the welfare section which might not be immediately obvious to website users.
- 5.7 Ownership and oversight of the school is satisfactory. One of the proprietors is also the principal and is actively involved in the day-to-day operations of the school. He and the directors ensure sufficient investment in staff, accommodation and resources. They fully discharge their duty to ensure the health, safety and welfare of staff and students. All legal permissions are met. However, they have not ensured that good progress has been made against all of the recommendations from the previous report.
- 5.8 Management structures and responsibilities are satisfactory. Management structures and responsibilities are clear. The centre coordinator supports the principal to ensure that a good standard of care and education for students is maintained in accordance with the schools stated aims and objectives.

- 5.9 Quality assurance is satisfactory. Leaders and managers work well together to review provision and identify priorities for improvement. However, they do not make full use of and analyse data on attendance, course completion, examination and other data to evaluate all aspects of the school's provision. Monitoring of the quality of teaching and learning is good. Procedures for observation of teaching and learning are now thorough and effective. Strengths and weaknesses are accurately identified and targets for improvement are agreed with the teacher. These are monitored effectively during the appraisal process. The appraisal process is mainly concerned with the outcomes of lesson observation and does not encompass all aspects of the employee's job role.
- 5.10 Staff recruitment and suitability checks are satisfactory. All necessary checks are made to confirm the identity of staff and their right to work in the UK. At least one reference is taken up and verified prior to staff beginning work. However, at the time of inspection not all staff had two references on file. The date that references and qualifications were verified are not recorded, so it is not clear if this was prior to appointment.
- 5.11 Provision of information is satisfactory. Alterations were made to the website during the inspection, and it now contains all the required information to assist students and prospective students. The school provided sufficient information in order for the inspectors to carry out the inspection effectively. However, this was not all received in a timely fashion.

## 6. ACTIONS AND RECOMMENDATIONS

The school has maintained the satisfactory quality found at the last inspection.

### **Recommendations for further improvement**

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

- Fully implement the revised action planning process to ensure that progress is evaluated against the targets set in all areas of operation.
- Use and analyse data on attendance, course completion, examination and other relevant data to inform self-evaluation and planning.
- Ensure that two references are on file for every member of staff and that dates of verification of references and qualifications are clearly recorded.
- Provide training in welfare, preventing radicalisation and extremism and mental health awareness to staff and include a female point of contact.
- Update the student and staff handbooks to include sources of support for personal issues within, and external to, the organisation.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff. They held discussions with senior members of staff and with the principal/proprietor. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language school.

### Inspectors

Ms Angela Moir	Lead Inspector
Ms Pauline Bateman	Team Inspector