



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

WINSOR EDUCATION

(Company registration no. - 7667060)

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Company Name	ILM (UK) Ltd
Telephone Number	0121 439 3916
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Website	www.winsoreducation.org.uk
Principal	Mr Sarfaraz Ahmed Jagirdar
Chair of Proprietors	Mr Sarfaraz Ahmed Jagirdar
Age Range	18+
Total number of students	19
Numbers by age and type of study	18+: 19 EFL Only: 19 FE Only: 0
Inspection dates	19-21 November 2024

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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.

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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 its board of directors, with one also acting 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 received approval to offer Awards for Training and Higher Education (ATHE) courses in management at Levels 4-7. However, no courses have been delivered.
- 1.1 At the time of the inspection, there were 19 students enrolled at the school. All are over 18 years of age and have English as an additional language. The majority of students are male and come from a range of countries, including the Middle East. 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.

2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and the quality of education is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Assessment of students prior to and on arrival is good. It is accurate and effectively ensures that students are placed on the right course in accordance with their language needs. As a result, students are well educated in accordance with the school's aims and objectives. An appropriate and flexible curriculum ensures that students are successfully educated in accordance with their language needs and the courses offered meet the needs of the local community. Courses are well managed and those that may be offered to students on Student Visas meet the definition of an approved qualification, as set out in the Home Office guidance. Overall, teaching is excellent. Teachers have comprehensive subject knowledge and pedagogical skills and use highly effective teaching methods to engage and keep the students' interest. They are skilful in developing student's independent learning skills, together with their confidence in the use of their new English language vocabulary. Regular assessments are used effectively to check student progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet students' language needs. As a result, student progress well in lessons, given their starting points.
- 2.3 Arrangements for the health, safety and welfare of students are good. The school's premises are fit-for-purpose, appropriately maintained and provide a safe environment for staff to work and students to learn. Health and safety are well managed and monitored, ensuring that any issues are quickly addressed. A wide range of health and safety policies and procedures are in place and implemented. A good level of fire safety is maintained. Fire precautions, drills and evacuations are systematically undertaken, recorded and are clearly understood by all students and staff. Student registration and attendance records are good. They are accurate and well-managed. Staff effectively monitor attendance and promptly take any necessary action when required. Procedures for reporting to the Home Office are secure. Staff clearly understand Home Office requirements regarding enrolment, attendance and reporting arrangements relating to students on Student Visas. The school's pastoral structure provides good support and guidance for the students in accordance with its aims. Relationships between staff and students are excellent and enhance the students' experience at the school.
- 2.4 The effectiveness of governance, leadership and management is good. Effective oversight is combined with an appropriate level of financial support so that the quality of education and the welfare, health and safety of students are secure. Leadership and management are good. An appropriate management structure, with clear roles and responsibilities, ensures that the school is well run and that it meets all its legal obligations. Roles and responsibilities are clearly defined and well-documented and communication between senior leaders, managers and other staff is good. Well-defined policies and procedures are introduced at all levels and implemented and

monitored appropriately. Quality assurance is good. Leaders and managers effectively monitor performance, and an effective process of self-assessment and evaluation informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the school. The school successfully attracts and retains well qualified and experienced teachers and managers. Procedures for the recruitment of staff are appropriate and in accordance with statutory requirements.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 Assessment of students prior to and on arrival is good. It is accurate and effectively ensures that students are placed on the right course in accordance with their language needs. As a result, students are well educated in accordance with the school's aims and objectives.
- 3.2 Appropriate information from the school's website, and further advice and guidance from staff, are available to students in order to choose a suitable course of study. A formal application process includes an interview with a staff member and the sitting of a range of English language tests to determine a student's ability level and place them in a suitable class. As a result, students report that they are satisfied with their placements and the courses offered by the school.
- 3.3 Regular assessment effectively identifies any issues that students may have with the demands of their chosen courses. Teachers make good use of this information to guide their lesson planning and provide any necessary support or guidance.
- 3.4 Good quality information, advice and guidance are made available to students through the school's website. The website is detailed and provides accurate information about life at the school, its premises and the curriculum on offer.

3.(b) Suitability of course provision and curriculum

- 3.5 The suitability of course provision and curriculum is good. An appropriate and flexible curriculum ensures that students are successfully educated in accordance with their language needs and the courses offered meet the needs of the local community. Courses are well managed and those that may be offered to students on Student Visas meet the definition of an approved qualification, as set out in the Home Office guidance. Such courses would be at an appropriate level and on an approved full-time programme which includes at least 15 hours a week of classroom-based, weekday daytime study. However, there are currently no students studying on a Student Visa.
- 3.6 All English language courses follow an outcomes-based approach and are clearly mapped against the Common European Framework of Reference for languages (CEFR).
- 3.7 Courses match those listed on the website and in other marketing materials.

3.(c) The quality of teaching and its impact on learning

- 3.8 The quality of teaching and its impact on learning are excellent. Detailed planning and a clear understanding of the needs of their students allow teachers to deliver engaging lessons which fully involve students in their learning. Teachers are well-qualified and have comprehensive subject knowledge and pedagogical skills. They

are skilful in developing student's independent learning skills, together with their confidence in the use of their new English language vocabulary.

- 3.9 Relationships between teachers and students are excellent. Lessons are well planned and provide excellent opportunities for students to participate and develop their knowledge and understanding of the topic being discussed. Students benefit from small class sizes, with teachers offering individual help and support to ensure that good levels of language skills are developed. As a result, lessons successfully address the needs of each student through tasks designed to meet the small group and individual student's language needs.
- 3.10 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It does not discriminate against students, including the protected characteristics set out in the Equality Act 2010.
- 3.11 Regular assessments are used effectively to check student progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet students' language needs.

3.(d) Attainment and progress

- 3.12 Progress and attainment are good. Students receive a good education which reflects the aims of the school and their individual language needs. They quickly develop their confidence in their learning, demonstrating good levels of knowledge, understanding and development of their language skills. The evidence from lesson observations shows that the overall standards being reached are good, and in a large minority of lessons excellent, in relation to the students' starting points. Results for students undertaking IELTS, English language and Trinity College exams are good. Students report that they are happy with their progress.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Arrangements for the health, safety and security of the premises are good. The school's premises are fit-for-purpose, appropriately maintained and provide a safe environment for staff to work and students to learn. Health and safety are well managed and monitored, ensuring that any issues are quickly addressed. A wide range of health and safety policies and procedures are in place and implemented. Classrooms are light, spacious, well-equipped and suitably furnished for the age of the students enrolled and the courses that they study. All areas of the school are clean, well-decorated and maintained. All electrical equipment is tested regularly as required by law. Toilet facilities are adequate in number and well-maintained.
- 4.2 Appropriate measures are taken to reduce risk from fire and other hazards which conform to legal requirements. Detailed general and fire risk assessments are carried out. Appropriate individual risk assessments are carried out for organised off-site activities. A sufficient number of trained fire marshals, first aiders, as well as first aid kits and accident books are in place. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out and appropriately recorded. In responses to questionnaires and in meetings with staff and students they report that they are fully aware of their responsibilities and that they have received appropriate health and safety training.
- 4.3 Proper provision is made for students who are ill or injured. A lift allows wheelchair users or students with mobility difficulties access to the school which is on the first floor of the building. Free drinking water is readily available.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are good. A clear admission policy is in place and the required procedures are properly observed. A central record is accurately maintained and individual student files contain all required information.
- 4.5 Daily attendance is accurately recorded and appropriately monitored. Daily attendance is accurately recorded and appropriately monitored, with all unexpected absences followed up in a timely manner. Daily attendance sheets detail and accurately record attendance at scheduled sessions. These are closely monitored by managers and teachers. Overall, student attendance is high and punctuality very good.
- 4.6 Procedures for reporting to the Home Office, as well as the enrolment and attendance requirements for students on Student Visas are secure and fully understood by relevant staff. However, no such students are currently enrolled.
- 4.7 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

4.(c) Pastoral support for students

- 4.8 Pastoral support for students is good and provides effective support and guidance for students in accordance with the schools aims. Student welfare is a key priority, and the school has an appropriate range of policies and procedures in place to meet the pastoral needs of its students.
- 4.9 On arrival, a detailed induction helps students settle into their course quickly and know who to see and where to go if they have a concern. A well-developed system of progress reviews ensures that students' personal and academic development is reviewed regularly.
- 4.10 Relationships between staff and students are excellent and enhance the students experience at the school, with a strong culture of mutual respect, integration and tolerance. A comprehensive range of policies and procedures reinforce this culture and the expectations of behaviour and conduct. A detailed complaints policy is set out on the school's website and clear anti-bullying and anti-harassment policies and procedures are in place and implemented effectively.
- 4.11 Appropriate careers advice ensures that students are prepared for further study choices and life beyond their course. The school provides a varied social programme for its students in the form of local trips and culturally based events.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are good. Effective oversight is combined with an appropriate level of financial support so that the quality of education and the welfare, health and safety of students are secure. A clear vision for the school is shared by senior leaders, managers and teachers, who work well together to ensure that students benefit from good standards of education, welfare and health and safety. A commitment to continuous improvement ensures that challenging targets for staff, including the standard of teaching, are set and met.
- 5.2 Financial management is good. Good financial planning, and investment in staff, premises and resources, effectively contributes to the development of the school and its future needs. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licences.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are good. An appropriate management structure, with clear roles and responsibilities, ensures that the school is well run and that it meets all its legal obligations. Roles and responsibilities are clearly defined and well-documented and communication between senior leaders, managers and other staff is good. Well-defined policies and procedures are introduced at all levels and implemented and monitored appropriately.
- 5.4 The school is successful in securing and retaining well-qualified staff. A detailed system of staff review ensures that staff is well qualified for the work they do, and appropriately supported by the leadership team. A good programme of staff development ensures that staff are appropriately trained for their roles.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance is good. Leaders and managers effectively monitor performance, and an effective process of self-assessment and evaluation informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the school. Student feedback is regularly and systematically collected. This feedback is effectively analysed, shared with staff and senior leaders and used regularly to inform academic action planning and the identification of school priorities. Student performance data is available and effectively reviewed by senior leaders.
- 5.6 An appropriate complaints policy is in place, with students confirming that they are aware of it.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.7 Staff recruitment, qualifications and suitability checks are good. An appropriate recruitment policy ensures that suitably qualified and experienced staff are recruited. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate previous applicants work history and qualifications is good, with due regard to statutory requirements concerning the identity of staff. A system, to verify references is in place and ensures that the reference has originated from an appropriate source.

5.(e) Provision of information

- 5.8 The provision of information is good. The website is clear and user-friendly. Prospective students are able to access accurate and highly relevant information to inform their study choices. However, the policies on the school's website are not always the most up-to-date versions.
- 5.9 The school was responsive in providing information during the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Ensure that the policies on the school's website are the most up-to-date versions.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with staff and students and examined samples of students' work. They held discussions with senior members of staff 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 school.

Inspectors

Dr Nigel Chambers	Lead Inspector
Ms Lesley Davis	Team Inspector

7. FINANCIAL SUSTAINABILITY CHECK

ISI has shared a summary of financial sustainability data with the Home Office.