



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

BOLTON WANDERERS INSTITUTE OF SPORT

Full Name	Bolton Wanderers Institute of Sport
Address	The Reebok Stadium, Burnden Way, Bolton, BL6 6JW
Telephone Number	08448712932
Fax Number	08448712931
Email Address	info@bwfceducation.com
Website	www.bwfceducation.com
Principal	Mr Phil Gartside
Manager	Ms Jo Davison
Proprietor	Bolton Wanderers Football Club
Age Range	15 to 18
Total number of students	30
Numbers by age and type of study	Under 18: 21 18+: 9 EFL only: 1 FE only: 29 EFL and FE: 30
Inspection dates	25 – 27 February 2014

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 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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	5
(a) Assessment of students prior to or on arrival	5
(b) Suitability of course provision and curriculum	5
(c) The quality of teaching and its impact on learning	6
(d) Attainment and progress	7
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	8
(a) Health, safety and security of the premises	8
(b) Student registration and attendance records	8
(c) Pastoral support for students	9
(d) Child protection/safeguarding	10
(e) Residential accommodation	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	11
(a) Ownership and oversight	11
(b) Management structures and responsibilities	11
(c) Quality assurance including student feedback	12
(d) Staff recruitment, qualifications and suitability checks	13
(e) Provision of information	13
6 ACTIONS AND RECOMMENDATIONS	14
INSPECTION EVIDENCE	15

1. CHARACTERISTICS AND CONTEXT

- 1.1 Bolton Wanderers Institute of Sport is based at the club's stadium headquarters in Horwich, near Bolton in Lancashire. Management is via a limited company with three directors, one of whom is also the club chairman and principal of the college. Overall operational control of the education provision has been the responsibility of the chairman since the college's inception approximately three years previously.
- 1.2 The college aims to offer an exceptional opportunity to experience elite football coaching combined with a unique learning experience, leading to an internationally recognised qualification. Students can choose the International Baccalaureate (IB) or a BTEC course, according to their preference. Expert sports coaching is provided as part of the study programme. Most students are recruited through international coaching camps in their home countries, or through existing club contacts abroad.
- 1.3 The college recruits students from overseas including Africa, South America, Australia, United Arab Emirates, Canada and Korea. The majority of students are aged under 18 and all are male. At the time of the inspection, there were 30 international students enrolled at the college. Approximately half speak English as an additional language (EAL) and one student had been identified as requiring support for English language. No students had been identified as requiring support for special educational needs and/or disabilities.
- 1.4 Students may enrol in either September or January. Within these months, start dates are staggered to allow for variations in the issue dates of visas to enter the United Kingdom.
- 1.5 The club also accepts local students who have become disengaged with traditional learning, as well as promising footballers who join the scholar programme and become trainee club players. Such provision falls outside the scope of the inspection and was not separately inspected.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. The use of assessments to guide lesson planning and individual target setting is highly effective. The quality of teaching is good, with a suitable range of teaching methods observed in class and good classroom management employed. Effective support is available to students in English and mathematics as required. The use of technology to support and enhance learning is appropriately developed. Teaching staff are knowledgeable and well qualified. Detailed records of students' progress are maintained and reviewed regularly. Planning to meet individual students' needs is very good. Attendance is very good, with the large majority of students meeting attendance requirements. The large majority of students complete the course they were registered for, with very few withdrawals. Students feel their learning experience is excellent and that their studies are effective in helping them to achieve their future employment and career aims.
- 2.3 Students' welfare, including health and safety, is excellent. Arrangements to reduce risk from fire and other hazards are outstanding. Fire protection equipment is appropriate for the venue and extremely well maintained. First rate risk assessments are in place and are continually reviewed. First aid training is excellent. Students feel safe and well supported and are fully aware of emergency evacuation procedures. Relationships between students and staff and amongst students are very good. Procedures for recording and monitoring attendance are highly effective, although no separate system exists for reporting to the Home Office; there are no Tier 4 students at present. The premises are suitable and very well maintained. Classrooms are well equipped with suitable lighting and ventilation. Pastoral support is excellent with strong links between the college, parents and host family accommodation providers. Students receive a high quality individual induction to help them settle into the country and the college, although the content of this is not standardised, leading to inconsistency of delivery. Careers advice and guidance is good, if focused largely on careers within the sports industry. The wider social and cultural development of students is well supported through an effective tutorial system and by imaginative external activities with links to the curriculum.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietor/principal has a very good oversight of the college and there are effective relationships between the board and senior management team. Compliance with legal permissions is excellent, as are awarding organisation approvals. The views of students are regularly sought and outcomes for students are very good. Self-evaluation is realistic. Quality improvement is good and improvement actions very effective, but these are not documented within one process for use by the leadership team. Strategic development and quality improvement planning is strong. Policies and procedures are good, although some require adaptation to the specific needs of the college. Checks on the suitability of staff are excellent and always include checks

on suitability to work with children. Teaching staff are committed and knowledgeable. Monitoring and tracking of student progress to ensure individual needs are met is comprehensive.

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 or on arrival is very good. The suitability of students is checked meticulously through a thorough and consistent application process.
- 3.2 English language ability, qualifications and prior experience are rigorously verified. The college subscribes to a comparison database and uses this effectively to validate the type and level of qualifications achieved by students in their home countries.
- 3.3 The large majority of students are recruited through international coaching camps; others via existing international contacts connected to the football club. This method of recruitment works well for the college by allowing them to retain control over the suitability of their international student recruits.
- 3.4 Assessment information is used very effectively by tutors to place students on the most appropriate course. The assessment process is highly efficient and well implemented by teaching staff. The results of diagnostic assessment are used appropriately by tutors to gain a good understanding of each student's needs, strengths and development areas, and when planning classes. Additional classes in mathematics and English are then provided where a need is identified through diagnostic testing. As a result, students can learn and progress at their own pace with suitable support if required.
- 3.5 The quality of advice and guidance is good. The tutorial system is used effectively by teaching staff to provide accurate advice on careers or on progression to higher education. Each student has an individual learning plan (ILP) with targets for achievement. Consequently, students have a very clear idea of what they need to do to realise their career or education aims.

3.(b) Suitability of course provision and curriculum

- 3.6 The course provision and curriculum are good. Students receive a good education in accordance with their objectives through internationally recognised qualifications. The college offers qualifications with flexibility in their methods of assessment. The BTEC programme offers modular assessment while the IBL includes a wider range of assessment methods, including an additional language and a community project. Consequently, courses and students can be appropriately matched according to students' preferred learning styles, allowing them to make good progress.
- 3.7 Qualifications on offer meet the stated aims of the college well and are approved by the Home Office for Tier 4 entry. All courses are in accordance with information provided in the prospectus.

- 3.8 Course completion rates are high with very few withdrawals. Students are well motivated to complete their courses. Such motivation is supported by the college through rigorous monitoring of students' progress. As a result, the large majority of students are on track to achieve their stated aims.

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

- 3.9 The quality of teaching and learning is good and enables students to make very good progress. Teaching demonstrates detailed knowledge of students' individual needs and is supportive and encouraging in lessons. Tutors display a very good knowledge of their subject area with a wide variety of teaching styles evident within the teaching team. Teaching methods are adapted well to suit group dynamics and maintain students' interest. Lesson planning is thorough, with clear objectives set. The large majority of classes include an outdoor practical sports element to allow the application of sports theory. This enhances the motivation of students extremely well.
- 3.10 Student presentations are used effectively in class to encourage the application of creative efforts in a variety of unfamiliar contexts, leading to independent learning. Students are given the opportunity to feed back on the presentation work of others, allowing development of understanding at differing rates within a supportive environment. In a very small minority of classes, academic theory is not well contextualised within the main sports study programmes, for example through the use of appropriate sports related examples. Questioning is used effectively to focus the work of students and to check prior learning. Students view the teaching they receive as excellent.
- 3.11 Classes are provided for pupils with EAL in direct response to identified needs and are linked strongly to the curriculum. Classes are very small with only one or two students, meaning that teaching is based on a clear and detailed understanding of individual language needs. Students are well motivated to improve their English language skills in preparation for acceptance to further study. Consequently, students make rapid progress.
- 3.12 Courses are well supported through the provision of suitable text books produced by the awarding bodies. Technology to support and enhance learning is well applied; some presentations and practical sessions are video recorded for future analysis in support of learning.
- 3.13 Work is marked regularly and accurately and detailed feedback given. Records of assessments are well maintained and accurate. Outcomes of assessments are always included in the ILP and are directly linked to individual target setting. Students state that they are constantly challenged to improve and that measurable improvement targets are set during regular tutorials.

3.(d) Attainment and progress

- 3.14 Attainment and progress are very good. Tutors share the outcomes of initial assessment appropriately to set individual student targets. Such targets are linked strongly to the requirements of the curriculum and are reviewed every six weeks. As a result, students know how they are progressing over time on their course of study and can focus additional effort where needed. Course completion rates are high and a large majority of students progress to a second year of study or to employment. Information on attainment is recorded and closely monitored for each student as part of the college's persistent focus on good progress and attainment.
- 3.15 The college has established links with a local higher education provider as an additional progression route for students. A number of former students have benefited from this link and gone on to higher study in the UK. Others have gone on to additional study in their home countries or to a career in professional sport overseas.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 The health, safety and welfare of students are excellent. Arrangements to reduce risk from fire and other hazards are exemplary. The fire safety policy is detailed and comprehensive, rigorously monitored, and formally approved by the fire service. Staff are fully aware of their responsibilities and duties. Well-qualified fire marshals implement weekly testing of emergency evacuation procedures and equipment. Fire safety equipment is highly visible and located appropriately throughout the stadium and buildings. Appliances are tested weekly and are suitable for their intended purpose. Students are made well aware of their expected responsibilities and behaviour during an emergency, as part of meticulous overall health and safety planning.
- 4.2 Arrangements for students or staff who become ill or who are injured are first rate. Such arrangements are externally approved as part of the stadium's responsibilities as a public venue. First aid equipment is new, tested weekly and is properly located throughout the stadium and buildings. First aid staff are well qualified. An on-site paramedic is also available for three days each week, meaning that risk to wellbeing is minimised.
- 4.3 Risk assessment is outstanding. All policies are highly detailed and contain scenario risk assessments for mobility, injury and other actions to take in an emergency. Risk assessment for student visits is equally as thorough. Staff with responsibility for safety matters have individual training plans to maintain their skills at the highest possible level, leading to further mitigation in risk.
- 4.4 Security of the premises is excellent. Buildings are well decorated, maintenance is excellent and provision of safety equipment plentiful. Access and egress are excellent. Staff are highly trained in evacuation procedures meaning that students can leave the building swiftly in the event of an emergency.
- 4.5 Classrooms are clean, well decorated and suitably equipped. Information technology is modern and well maintained. Furniture is in good condition and suitable for an educational purpose. Washrooms are plentiful, clean and hygienic.

4.(b) Student registration and attendance records

- 4.6 Admission and attendance records are well maintained and accurate. Procedures for enrolling students are detailed and well managed. Dedicated administration staff carry out scrupulous checking of identity, qualifications and eligibility to enter the UK, ensuring compliance with immigration rules. Student files are well kept and effectively organised.

- 4.7 The procedures for monitoring attendance are thorough and detailed. Current absence procedures are good and suitable for the relatively small number of students currently enrolled. Absence from classes is not tolerated. Any instances are immediately followed up by management. Parents and host families are frequently involved in this monitoring process. Consequently, attendance at classes is excellent.
- 4.8 Absence is followed up immediately through the college's rigorous absence process. Rare instances of absence are dealt with extremely efficiently and sanctions imposed if required. As a result, attendance is very good. At present the college has no students who fall within the definition of Tier 4 and so does not have a separate procedure for reporting absence to the Home Office.
- 4.9 At enrolment, students are issued with written guidance which provides a variety of information on expectations of behaviour and work, along with certain college policies. Included in this document is a clear policy for the collection and refund of fees.

4.(c) Pastoral support for students

- 4.10 Pastoral support is excellent. A high profile welfare officer provides an extraordinary level of support and orientation to students. The welfare officer maintains close contact with host families and with parents to monitor and provide support to students, including through illness or injury. Parents receive regular updates on progress and attendance, and any absence is immediately reported to them. Consequently, student health, safety and well-being are extremely well protected.
- 4.11 Student induction is good. Administration staff, tutors and welfare staff are all involved in providing a high quality orientation for new students through a series of one-to-one sessions during the first few days in the country. As a result of variation in arrival dates within enrolment months, a separate induction is required for each student, making consistency of information provided more difficult to control.
- 4.12 Relationships amongst students and between staff and students are very good. There is an appropriate policy on bullying prevention, details of which are incorporated into a code of conduct document issued to students on enrolment. The college positively promotes integration and tolerance. Key messages on tolerance and expected behaviour are reinforced by the welfare officer during student induction.
- 4.13 Tutor support and guidance is very effective in identifying curriculum targets through the tutorial system. Careers advice and guidance is good, although at present, is focused almost exclusively on careers within the sports industry, meaning that students are not exposed to a wider range of possible future career options.
- 4.14 Liaison between curriculum and pastoral staff is very effective and continual, meaning that the needs of students are readily identified and rapidly addressed. The College provides a structured social programme of external visits and activities with links to the curriculum. Planning for the safety and wellbeing of staff and students

during such events is outstanding. As a result, students confirm that they feel very well supported on pastoral, personal and curriculum matters.

4.(d) Child protection/safeguarding

- 4.15 Arrangements for child protection and safeguarding are excellent. Arrangements have regard to official guidance. The welfare officer manages this process with unswerving vigilance through an overview of student attendance, curriculum progress or behaviour. Tutors immediately update the welfare officer on any matters of concern, whether academic or pastoral. This is then followed up promptly and action taken as required. Parents and are kept fully informed at all times. All staff are issued with a pocket guide detailing action to take if they encounter a safeguarding issue, hence providing an additional layer of effective care.
- 4.16 In addition to safeguarding arrangements provided by the college, students aged under 18 have additional safeguarding measures provided by the local authority social worker team. Each child has a weekly meeting with their designated social worker to monitor their wellbeing. Monthly meetings between social workers and host families take place as part of a complete package of effective support.

4.(e) Residential accommodation

- 4.17 Arrangements for host family accommodation are excellent. Initial visits to potential host families are undertaken by the welfare officer, who carries out a rigorous screening process. The quality of accommodation and adherence to health and safety matters is thoroughly checked. References are always taken. Householders are asked to declare voluntarily any criminal convictions or bankruptcy. Enhanced Disclosure and Barring Service (DBS) checks are made on all adults in the household. All homestay providers are reviewed annually to ensure that the college's high standards continue to be met. Where this is found not to be the case, steps are taken to remove the homestay provider from the list of approved homes.
- 4.18 There is a close working relationship between the college and homestay families, aiding the identification of absence, attendance or behaviour issues. As a result of these impeccable procedures, problems are rare, and when identified are quickly remedied.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Oversight by the college's owners is good. The proprietor, who is also the principal as well as chairman of the football club, has very effective oversight of the educational provision and has a deep understanding of the college's strengths and development areas. The proprietor has access to high level on-site business, legal, professional and accounting resources and fully discharges their responsibilities for the college. Strategic leadership is highly effective and leads to well-planned allocation of resources in support of improvement and growth.
- 5.2 The proprietor takes an active and challenging interest in the oversight of the college. As a result, college performance is closely monitored and demanding development targets set.
- 5.3 Legal permissions for premises, examinations and awarding body approval for the current curriculum offer are fully discharged. Responsibilities for health, safety and welfare of students are exceptionally well met as part of the wider legal requirements for the stadium and associated buildings.

5.(b) Management structures and responsibilities

- 5.4 At all levels of responsibility, the leadership and management of the college are very effective. The management team are aware of the strengths and areas for development within the self-evaluation and review process.
- 5.5 There is clear educational direction. Aims are set and shared effectively with middle management and with staff. There is a clear vision for the future, supported by ample resources and dynamic planning. The principal takes a personal interest in ensuring that the college's aim to provide a unique experience to students is at the forefront of development planning. Courses are run in line with the core aims of the college which are clear and unambiguous and in line with those courses advertised.
- 5.6 Self-evaluation is good. Outcomes of evaluation and data supporting improvement are suitable but are kept in different locations, with different staff taking responsibility for each area. Improvement targets are set although this occurs separately within each area of responsibility. Effective monitoring of the impact of actions taken occurs but varies across all areas. Consequently, improvement actions are very effective, but are not recorded in a single recognisable form for use by the leadership team.
- 5.7 Procedures for staff recruitment are exemplary. The college is successful in recruiting high quality staff through highly effective recruitment procedures which include in-depth checks on identity and qualifications. All staff in contact with students aged under 18 undergo an enhanced DBS check. As a result, staff are well qualified and experienced and their suitability to work with children established.

- 5.8 Staff development is good, but is not always systematic. Staff appraisal is good and linked to a staff development plan. Development of teaching staff is not always linked directly to the outcomes of lesson observations.
- 5.9 The leadership team is outstanding in meeting its duties regarding safeguarding, welfare, health and safety. Students report that the college is a caring and nurturing place to study and is challenging and rigorous in assessment.

5.(c) Quality assurance including student feedback

- 5.10 Quality assurance is good. The self-evaluation is realistic and captures the major strengths and areas for development well. Managers have a clear understanding of performance in their own area of responsibility and set appropriate targets for improvement. Improvement measures are implemented effectively. Course review, evaluation and achievement data is collated regularly by management and is incorporated into suitable actions for each team.
- 5.11 A system of lesson observations is well developed and appropriate teacher development plans are in place for staff. Plans are regularly reviewed, although their use to create improvement targets and systematically monitor their impact on learning is underdeveloped. As a result, targets for improvement within a given area and instances of good practice are not shared across the organisation.
- 5.12 A drive for improvement features strongly across the organisation and within the management team. Improvement measures are based on suitable data and carefully planned but are not gathered into one single overall management tool. Consequently, implementation and impact is sometimes difficult to identify, although outcomes for students are very good
- 5.13 The complaints procedure as documented is rigorous and detailed with appropriate stages of resolution, including a final stage at the utmost level of leadership. Some aspects of the policy are tailored to a traditional school structure and do not reflect the requirements of the college closely enough. Managers and staff are highly responsive to the concerns of students and parents and strive to deal with the low number of complaints rapidly and efficiently. On occasion, the stages of resolution within the complaints procedure are not followed, leading to minor complaints escalating needlessly to senior management.
- 5.14 The large majority of students completed the pre-inspection questionnaire. Views were positive, with the significant majority highly satisfied with the education and support they receive. All students interviewed confirmed that their education was in line with their future career or study aims and the quality of education was good.

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

- 5.15 The college applies thorough, rigorous and reliable arrangements for checking the suitability of staff at all levels. References are always taken up. Enhanced DBS checks are carried out on all staff who have contact with students.

5.(e) Provision of information

- 5.16 The current college website contains appropriate details of the current curriculum offer, how to apply and of contact information. There are no details of college policies or how to complain.
- 5.17 The college complied fully with requests for information during the inspection.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Modify the quality assurance process to collate data from different locations into a single unified management tool.
- Adapt existing policies to reflect the specific character and needs of the college.
- Adapt the student induction process to ensure uniformity.
- Set up an identifiable attendance and reporting process specifically for Tier 4 learners.
- Widen the scope of careers guidance to include the full range of progression opportunities and external resources of information.
- Include college policies on the website

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 proprietor, 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 Liz Rowan	Lead Inspector
Mr Chris Cherry	Team Inspector