



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

WINSOR EDUCATION

Company registration no. – 07667060

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Parent\Company name	ILM (UK) Ltd.
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Principal	Mr Sarfaraz Ahmed Jagirdar
Proprietor	Mr Sarfaraz Ahmed Jagirdar
Age Range	18+
Total number of students	23
Numbers by age and type of study	18+: 23 EFL only: 23
Inspection dates	19 – 21 November 2019

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	5
(d) Attainment and progress	6
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	7
(a) Health, safety and security of the premises	7
(b) Student registration and attendance records	7
(c) Pastoral support for students	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) Ownership and oversight	9
(b) Management structures and responsibilities	9
(c) Quality assurance including student feedback	9
(d) Staff recruitment, qualifications and suitability checks	10
(e) Provision of information	10
6 ACTIONS AND RECOMMENDATIONS	11
INSPECTION EVIDENCE	12

1. CHARACTERISTICS AND CONTEXT

- 1.1 Winsor Education is a private further education college 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 college aims to provide high quality, affordable and accessible education to a wide range of students from diverse backgrounds.
- 1.2 The college offers courses aimed at European Union (EU) and international students. It provides a range of short general English courses of varying length for students with English as an additional language. In addition, it offers a foundation programme in business management, and a foundation programme in general engineering. However, these programmes were not running at the time of the inspection. The English courses delivered by the college are aligned with the Common European Framework and British Council learning outcomes for general English. However, the foundation courses are not accredited by any external recognised agency.
- 1.3 At the time of the inspection there were 23 students enrolled at the college. All are over 18 years of age and have English as an additional language. The majority of students are female and the large majority come from the Middle East, with the remainder from the EU. All non-EU students have either a Short Term Study or a PBS Dependant visa. At the time of the visit no students had been identified with learning difficulties or disabilities. Students are selected following an initial interview and written task and are enrolled weekly throughout the year on English courses, and in January May and September for foundation programmes.
- 1.4 The college was last inspected on 18 September 2018 when it met all Key Standards and was judged to meet expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Students receive accurate information and guidance which enables them to choose the most appropriate course. The curriculum is good and meets students' needs and aspirations well. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. English language courses are aligned to the Common European Framework of Reference for Languages (CEFR). However, foundation programmes are not formally accredited by an external organisation. Initial assessment is good and used effectively to place students on the correct programme. Teaching is excellent. Effective training has resulted in teachers including interactive activities in their lessons to engage students very successfully and, as a result, they are highly involved in their classes. Teachers use detailed lesson plans and manage their classes very effectively to maximise learning opportunities and engage all students. Their understanding of students' backgrounds and learning styles is excellent and they use classroom resources innovatively to actively involve students in developing their skills and understanding. As a result, students progress well during their lessons. Assessment of student work is good. It is detailed, regular and is used during tutorials to enable students to know precisely what they need to do to improve. Attainment and progress is excellent and course achievement rates are high.
- 2.3 Students' welfare, including health and safety, is good. The premises are fit-for-purpose, maintained well, clean and decorated appropriately with good regard for the hygiene and safety of staff and students. Furniture and furnishings are satisfactory and are appropriate for the age of the students. Appropriate policies are implemented effectively to keep students and staff safe. Fire safety is satisfactory. A recent fire risk assessment by an external contractor is in place. However, the gas safety certificate was found to be overdue but was successfully renewed during the visit. Escape routes are clearly signed and checked regularly. Evacuation procedures are explained to students and staff during induction and fire drills take place regularly. Admission and attendance registers are accurate and well maintained. However, the lateness policy is not consistently implemented by all teachers. The college has appropriate procedures for making reports to the Home Office if required. Pastoral support for students is good. All students receive an induction which helps them settle into their course. A welfare officer provides supportive advice for living in the UK. Students normally approach their teacher for support on personal issues. There is an appropriate social programme and teachers arrange regular external educational visits. Staff provide students with satisfactory advice and guidance on university applications and educational progression, but not on future careers. Students feel well supported and there are good relationships between staff and students.

- 2.4 The effectiveness of governance, leadership and management is satisfactory. The proprietor, in his role as principal, is involved daily in the operation of the college. An appropriate business plan is in place which provides clear direction. All required legal permissions are now in place. However, oversight of regular maintenance checks to ensure gas safety is not always timely. Management structures and responsibilities are satisfactory. An appropriate structure is in place and regular formal meetings underpin the daily interaction between managers and staff. Policies are reviewed annually and made available on the website, although these are not easy to find. The college's self-evaluation is informed by appropriate sources of evidence to identify priorities for improvement. Action plans contain timely measureable and realistic targets. However, they do not address the monitoring and evaluation of actions taken. Quality assurance is satisfactory. Student feedback and achievement data are used effectively to inform course reviews, with a resultant annual course evaluation to identify areas for development and improve the provision. Annual appraisals are in place but do not currently include a review of lesson observations for academic staff. The complaints policy is appropriate and available on the website. Processes for staff recruitment are good and include all required checks.

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

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

- 3.1 The assessment of students prior to or on arrival is good. An initial interview and written task are accurately assessed and used successfully to place students on the correct programme and level to meet their needs and aspirations.
- 3.2 Students receive accurate information and guidance prior to the start of their course which enables them to make informed choices.
- 3.3 Tutors use initial assessments effectively in their lesson planning to include appropriate activities which meet students' ages and abilities. The college has clear plans for giving support to students with additional learning needs. There are no such students currently present.

3.(b) Suitability of course provision and curriculum

- 3.4 The course provision and curriculum is good. Courses are well designed to meet the needs of international students and enable them to progress in line with their goals.
- 3.5 The college has a clear educational aim and purpose which is well communicated and supported by appropriate schemes of work. Programmes are planned effectively to meet the needs of students and, as a result, most students complete their course successfully. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. However, the college does not currently have any such students or hold a Tier 4 licence.

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

- 3.6 The quality of teaching and its impact on learning is excellent. Students consistently make very good progress in their lessons and are enthusiastic about the high quality of teaching.
- 3.7 Teaching is excellent. Knowledgeable teachers prepare detailed lesson plans which take excellent consideration of student backgrounds and learning styles. Lessons include a range of interactive activities, often linked to published materials, to fully engage students. These activities are focused very well on meeting students' needs and promote highly effective learning. Teachers manage their classes very effectively to maximise learning opportunities and make excellent and at times innovative use of the range of classroom resources to actively involve all students in their learning. They use error correction appropriately to improve students' language skills very effectively. In the best lessons teachers maintain a lively pace with varied activities that stimulates student engagement and enjoyment, enabling high levels of progress as students develop and apply their subject knowledge and understanding. As a

result, students demonstrate their language skills as highly reflective and confident learners.

- 3.8 Teachers set regular homework and conduct weekly assessments, providing detailed written and verbal developmental feedback which enables students to improve quickly. Regular tutorials are used effectively to inform students of their progress and review and set targets for further improvement. Individual learning plans are updated during tutorials, allowing students to track and take responsibility for their progress. As a result, the large majority of students achieve their learning goal within the anticipated time and make excellent progress.

3.(d) Attainment and progress

- 3.9 Student attainment and progress is excellent. Teachers assess student performance during lessons and use this effectively to plan their teaching. Final course assessment data shows that the very large majority of students pass their course successfully.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 The health, safety and security of the premises is good. The premises are fit for purpose and maintained well with regard to health and safety of the students. All areas of the college are decorated appropriately and maintained in a clean tidy and hygienic state. Furniture and furnishings are appropriate and of an adequate quality. There is good lighting, heating, sound insulation and ventilation in all parts of the premises, and the washroom provision is appropriate for the number of students and staff present.
- 4.2 Policies for health and safety and first aid are appropriate and implemented effectively, with all relevant documentation in place. Access to and from the building is suitable for all students and security is good. There is lift access to all floors but no wheelchair access to the premises. Risk assessments for activities within and external to the college are understood by the staff responsible and implemented appropriately. Staff and students report that they feel safe.
- 4.3 There is a satisfactory level of fire safety which conforms to legal requirements. Escape routes are clearly signed and checked regularly by staff. An appropriate fire risk assessment has been provided by an external contractor. Emergency systems are regularly checked and maintained. Fire action notices are in place and appropriate and the college holds regular recorded practice evacuations. Students are made aware of evacuation procedures during induction. Regular checks to ensure ongoing electrical safety are in place and effective. However, the annual gas safety certificate was found to be out of date but was successfully renewed during the visit.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance systems are good. Paper files for student registration are accurate and maintained well, with the data also entered into management system software. Attendance is recorded appropriately by teachers on paper registers at the start of classes and collected later by administrative staff. The register information is entered onto an accurate spreadsheet which shows all aspects of attendance by class and by student. The college has recently revised its policy for monitoring and recording lateness. However, this is not yet consistently implemented by all teachers and a small minority of classes are disrupted by students arriving late. Unauthorised absences are followed up effectively by administrative staff.
- 4.5 There are appropriate procedures for reporting non-attendance of Tier 4 students to the Home Office if required. However, the college does not currently have any such students or hold a Tier 4 students licence.

4.(c) Pastoral support for students

- 4.6 Pastoral support for students is good. Students receive a helpful induction which enables them to settle into their course. Induction procedures for students and staff have recently been amended to include a clear explanation of the college prevent policy. The welfare officer provides students with effective support to help them settle in to their course and life in the UK. Students normally approach their teacher with personal issues and feel well supported. Relationships between staff and students are good.
- 4.7 There is an appropriate social programme which enables good relationships between students to be fostered and teachers regularly take students out on appropriate educational visits. Advice and guidance provided to students is satisfactory. However, this is limited to university applications and progression to higher levels of study and does not cover future careers.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight of the college is satisfactory. The principal is the main shareholder and maintains a daily close involvement with the college, along with one other director, to ensure fulfilment of the college's stated educational purpose and the quality of education. There is an appropriate three-year business plan in place which maintains clear direction. Following the visit, all required legal permissions are now in place. The timely oversight of maintenance checks by managers to meet statutory requirements for gas safety is not always effective.
- 5.2 The principal maintains good ongoing relationships with senior staff, interacting daily with them on an informal basis and meeting formally every quarter with senior managers and with directors.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are satisfactory. Managers are effective in securing and developing sufficient high quality staff. There is an appropriate structure of formal meetings which ensures the ongoing quality of education.
- 5.4 The provision is underpinned effectively by appropriate college policies, which are well understood and implemented by all staff. These are made available on the college website and reviewed and updated annually by senior staff to ensure accuracy. However, policies on the website are not easy to locate.
- 5.5 There are good processes in place to evaluate the provision. Information from staff, students and regulatory bodies is used effectively to provide clear evidence when identifying areas for improvement. Action planning is satisfactory. Feedback from staff and students is used to inform a college action plan for improvements to the provision, which contains measureable timely and realistic targets and those responsible for the implementation of the actions required to achieve them. However, the action plan does not currently contain details of appropriate monitoring and evaluation of the effectiveness of actions carried out.

5.(c) Quality assurance including student feedback

- 5.6 Mechanisms for quality assurance are satisfactory. Student feedback and achievement data are used effectively to inform course reviews which lead to an annual course evaluation that is considered at academic committee meetings. The formal committees effectively identify areas for development and create appropriate action plans for improvement of the provision. However, minutes and actions previously agreed are not consistently considered or evaluated in subsequent meetings.

- 5.7 The appraisal process is satisfactory. All staff receive an annual appraisal which leads to the identification of development needs. However, the appraisal policy does not specifically require a review of lesson observations for academic staff. As a result, areas for improvement in teaching and any specific development needs are not consistently considered. Due to recent staff changes, the large majority of teachers have not yet received an appraisal.
- 5.8 There is a clear understood complaints policy and process published on the college website. The complaints policy includes direction to an external dispute resolution service if the complaint has not been resolved by the college's internal procedure.
- 5.9 The college does not provide a fee protection scheme.

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

- 5.10 Procedures for staff recruitment are good. Appropriate checks on applicants regarding their right to work in the UK, identity and employment history are systematically carried out during the recruitment process and staff files contain all required documents. All candidates are required to submit a formal application and references are systematically taken up following interview prior to the appointment being finalised.

5.(e) Provision of information

- 5.11 The provision of information is good. The website contains contact details for the principal, along with details of the courses on offer and key college policies, including complaints.
- 5.12 The college complied readily with all requests for information in connection with the inspection and has made arrangements to send the full report to all staff and students.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- 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.

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

Mr Mike Coulson	Lead Inspector
Mr Peter Hymans	Team Inspector