



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

**MONITORING VISIT**

**LEEDS LANGUAGE COLLEGE LTD**

Full Name	<b>Leeds Language College Ltd</b>
Address	Aquis House, 12 Greek Street, Leeds, LS1 5RU
Telephone Number	0113 242 7534
Email Address	adam@leedslanguagecollege.com
Website	www.leedslanguagecollege.com
Principal	Mr Adam Priestley
Proprietor	Mr Adam Priestley
Age Range	16+
Total number of students	81
Numbers by age and type of study	16-17: 0 18+: 81 EFL only: 81
Inspection date	<b>10 March 2015</b>

## 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 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.

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 Leeds Language College is a private educational institution founded in 2005 and is owned and governed by the proprietor who is also the principal. Its mission is to provide high quality English language courses to students from all over the world. It is located in a shared building in the centre of Leeds.
- 1.2 The college offers a range of general English language courses at different levels, and examination preparation classes including the International English Language Testing System (IELTS), Cambridge ESOL and Business English.
- 1.3 At the time of inspection 81 students were enrolled. They are all over 18 and come from a range of countries in Europe, Asia, the Middle East and South America. The majority of students are female. There is one student on a Tier 4 visa. The college has not identified any students with special educational needs and/or disabilities (SEND). The college accepts students over the age of 16 and operates on a continuous enrolment basis for all of its main courses. On arrival students take an assessment test to place them on a course at the right level for their needs and abilities.
- 1.4 The college was last inspected on 12 March 2013 when it met all key standards and the quality of education was judged to exceed expectations.
- 1.5 The recommendations from the previous report are:
  - Develop the provision of information technology (IT) resources for all students, particularly those on longer courses.
  - Increase the capacity, breadth and depth of library resources, including online materials, to support student access to learning tools to maintain high achievement.
  - Develop mechanisms used to record actions taken in meetings to provide a clear focus for quality improvement.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** At the previous inspection of 12 March 2013 the college was found to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. An appropriate range of courses is offered which meets the needs of the students and complies with Home Office requirements for students on Tier 4 visas. A highly reliable initial assessment procedure accurately places students in the right level for their abilities. A personal study plan is put into place at the start of a student's course and is an extremely effective tool to track individual progress. Teachers are well qualified and knowledgeable and the quality of teaching is good. Lessons are very well planned and students have frequent opportunities to practise their skills with good teacher support and progress reviews. Students make excellent progress that is measured through regular tests with exemplary support from frequent tutorials and excellent materials on the college on-line portal.
- 2.3 Students' welfare, including health and safety, is good. Excellent procedures are in place to ensure the health, safety and security of students and staff on the premises and these are well monitored. Admissions and attendance monitoring is excellent and attendance levels are high. The college has appropriate systems for reporting Tier 4 students to the Home Office. Pastoral support is good and relationships between staff and students and students themselves are supportive and harmonious. However, arrangements for child protection and safeguarding do not yet meet all the requirements of the new ISI Inspection Framework to be introduced from 1 April 2015. There is a designated member of staff who is responsible for safeguarding but who is not trained to the required level. In addition the single central register to record all checks against staff is incomplete.
- 2.4 The effectiveness of governance, leadership and management is excellent. Oversight is highly effective and managers monitor college activities rigorously. College policies are appropriate, well implemented and they are reviewed rigorously. Resources for class and self-study have been updated. Staff and students make excellent use of the range of on-line materials now available in class, as homework and to meet individual needs. Self-evaluation is detailed and as a result managers are highly aware of improvements needed and monitor college activities very well. Quality assurance procedures are thorough and actions arising from meetings are now minuted and monitored very effectively. Information provided to inspectors was of a high quality.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The college offers an appropriate range of courses at different levels that meet students' needs well and comply with Home Office requirements for students on Tier 4 visas. Students undertake a highly reliable initial assessment on arrival that accurately places them on a suitable course for their needs and level. A personal study plan (PSP) is put into place at the start of a student's course and is a highly effective tool to track individual progress. Very thorough schemes of work include topic related visits and additional materials that provide excellent opportunities to enhance students' knowledge and understanding. Teachers effectively use and adapt the schemes of work to plan lessons that meet the needs of their students very well.
- 3.3 The quality of teaching and its impact on learning is good. Teachers are well qualified and knowledgeable. They use a good range of resources and activities to engage and motivate students who work confidently in pairs and groups to develop their language skills. The majority of teaching challenges students well and encourages independent learning through good use of prompts and cues. However, a minority of teaching is over-reliant on course books and provides insufficient challenge. Teachers monitor students' progress in class carefully and provide appropriate reviews of language to reinforce learning.
- 3.4 Students make excellent progress. They take regular tests and the results are accurately recorded on their PSP. These results, together with progress during lessons are closely monitored during frequent one-to-one tutorials. The college uses the Common European Framework of Reference for Languages (CEFR) as a benchmark to judge students' level and progress and students have a very good understanding of the progress they are making. Tutors provide excellent individual support and advice, and students make good use of the college online materials that provide exemplary support to enable them to meet their individual needs.

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

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 Arrangements to ensure the health, safety and security of the premises are excellent and very well managed. The premises are pleasant, extremely well maintained and provide good learning areas with appropriate social spaces. Staff and students are highly aware of their responsibilities regarding their safety while on the premises. Extremely good security arrangements are in place and staff and students feel very safe. Access and emergency evacuation arrangements for students with physical disabilities are very good. Policies and procedures are robust with frequent checks, reviews and actions that are implemented effectively.
- 4.3 The college maintains highly accurate admissions and attendance registers. Levels of attendance are excellent and monitoring is thorough and age appropriate. Procedures for reporting students on Tier 4 visas to the Home Office are secure.
- 4.4 Pastoral support for students is good. There is a comprehensive induction that helps them to settle into their courses quickly. Relationships between staff and students and students themselves are very good and students are well supported on personal issues. There are excellent policies on bullying and harassment that are displayed around the college and help students to feel safe. The college offers a range of suitable social activities that students appreciate.
- 4.5 Arrangements for child protection and safeguarding at the time of the inspection did not meet all the requirements of the new ISI Inspection Framework to be introduced from 1 April 2015. The majority of college policy is appropriate and procedures are regularly reviewed. Staff have undertaken informal safeguarding training and have suitable awareness of issues related to safeguarding. However the college does not have a designated member of staff formally trained in safeguarding to an appropriate level. All members of staff hold enhanced Disclosure and Barring Service (DBS) checks. However the college does not hold a complete single central register of all checks made against staff.

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

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Develop the provision of information technology (IT) resources for all students, particularly those on longer courses.
  - Increase the capacity, breadth and depth of library resources, including online materials, to support student access to learning tools to maintain high achievement.
  - Develop mechanisms used to record actions taken in meetings to provide a clear focus for quality improvement.
- 5.3 Progress against the first recommendation is excellent. The college has provided a wide range of on-line graded materials to enable all students to practise language skills in their own time to meet their individual needs. Staff strongly encourage students to use these materials through homework and tutorials and students find them very useful.
- 5.4 Progress against the second recommendation is excellent. The college on-line library is very well stocked with a wide range of books to support private study. In the meeting with inspectors students reported that they find these on-line resources meet their needs very well.
- 5.5 The college has made excellent progress against the third recommendation. The college now has well-documented minutes of meetings with outcomes and clear actions that are carried out and monitored effectively.
- 5.6 Ownership and oversight is excellent and highly effective in providing educational direction and oversight of college activities. The college has all necessary policies in place that are subject to thorough review and are implemented effectively. Self-evaluation is detailed and as a result managers are highly aware of strengths and areas for improvement and monitor college activities rigorously. Well-qualified staff are appointed and staff files are accurately maintained.
- 5.7 Quality assurance procedures are thorough and carefully managed. Student feedback is collected regularly both paper-based and on-line and analysis of these results in suitable, timely actions. The staff development cycle is excellent and includes thorough and frequent lesson observations and development opportunities and reviews. Staff appreciate the feedback they receive and the opportunities provided to develop their teaching skills.
- 5.8 The college provided detailed and high quality information for inspectors. The college website provides up-to-date accurate information.

## **6. ACTIONS AND RECOMMENDATIONS**

The college maintained the excellent quality found at the last inspection.

### **Recommendations for further improvement**

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

- Ensure that a designated member of staff is responsible for safeguarding arrangements and is formally trained to the appropriate level.
- Create a single central register to monitor all checks on staff.

## 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. 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 Sheila Morris	Lead Inspector
Mr Peter Hymans	Team Inspector