



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

MONITORING VISIT

ISE HOVE

Full Name	ISE Hove
Address	2 The Drive, Hove, East Sussex BN3 3JA
Telephone Number	01273 749244
Email Address	hovereception@ise.uk.com
Website	www.isehove.com
Principal	Mr Lawrence Eke
Proprietor	Mr Lawrence Eke
Age Range	8+
Total number of students	47
Numbers by age and type of study	Under 18: 3 18+: 44 EFL only: 27 FE only: 20
Inspection date	4 February 2014

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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	5
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	6
6 ACTIONS AND RECOMMENDATIONS	7
INSPECTION EVIDENCE	8

1. CHARACTERISTICS AND CONTEXT

- 1.1 Established in 2006, ISE Hove is a family-owned business located in Hove, near Brighton. It aims to provide learners with the best opportunities to increase their English language skills through excellent teaching in a safe environment with friendly and supportive staff. Managed by the proprietor, who is also the principal, the school offers a range of general and examination focused English courses and teacher training programmes leading to the Certificate in English Language Teaching to Adults (CELTA). During Easter and the summer months the school runs provision for young learners aged between 8 and 17 in closed groups, and older students attend classes at another venue in Brighton. The school provides host family accommodation.
- 1.2 Enrolment on courses is continuous and students can join any English language course at any time. The CELTA course runs annually. At the time of the visit there were 47 students from a range of countries, with the majority coming from the UK, Spain, Libya and Italy, with a slight majority of female students. Most were over 18. All students on English programmes and a minority of CELTA trainees spoke English as an additional language. There was one student with special educational needs and/or disabilities (SEND).
- 1.3 The language school was inspected from 5 to 7 March 2013 when it met all Key Standards and the quality of education was judged to meet expectations. The recommendations from the previous report are:
- Improve the use of individual learning plans so that they provide an effective method to assess on-going progress against students' starting points.
 - Ensure that all relevant staff are trained to identify and support students with special educational needs and/or disabilities (SEND).
 - Establish a system to calculate students' total course attendance to improve the monitoring of overall attendance.
 - Improve the provision of further study and careers guidance so that students are aware of what is available.
 - Ensure that all teaching staff and volunteer assistants are subject to appropriate checks and training on safeguarding.
 - Further develop the systems for providing performance data in order to more effectively monitor the impact of actions taken to improve provision.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous inspection of 5 to 7 March 2013 the language 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 excellent. Satisfactory progress has been made on the recommendation to improve monitoring of student progress. A well-designed individual learning plan (ILP) has been introduced and teachers use this to effectively monitor individual students. Information from ILPs is not currently used to monitor progress across classes. Excellent progress has been made to support staff to better manage and monitor students with SEND. A manager has oversight of this area and provides excellent support for teachers and students. The curriculum is well designed and well planned. Assessment is accurate and teachers provide excellent feedback in class and on marked work. The quality of teaching is excellent and students make very good progress. All courses on offer to Tier 4 students meet Home Office requirements.
- 2.3 Students' welfare, including health and safety, is good. Good progress has been made against both recommendations. Oversight of student attendance has been improved and managers are making effective use of the information. Appropriate careers and further study guidance is well promoted to students. Policies and procedures to manage health and safety are well managed and the school is a safe and secure environment. Safeguarding of students under 18 and student welfare are well managed and students are able to access high levels of support on personal and academic issues. Attendance monitoring is accurate, with appropriate records maintained. Effective systems are used to manage and report the absence of students on Tier 4 visas. There is a lack of clarity in the school's policy regarding host family accommodation for students under 16 staying for more than 28 days.
- 2.4 The effectiveness of governance, leadership and management is good. Good progress has been made in addressing the recommendation regarding appropriate checks and staff training on safeguarding. An excellent training programme for safeguarding and SEND support is in place. The school has no policy specifying the frequency with which Disclosure and Barring Service (DBS) checks are to be made on staff. Satisfactory progress has been made on the recommendation regarding systems for data gathering. Well-designed systems are beginning to produce accurate performance information. However, the range of information is too wide to enable focussed performance management or target setting. The management structure provides effective oversight and is further supported by a well-planned quality assurance process. Staff records have been consolidated to provide a clear overview of pre-employment checks, appraisals and training needs. Managers effectively meet all legal obligations. Information provided on the website and in printed materials is accurate.

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 recommendations in this area from the previous inspection report are:
- Improve the use of individual learning plans so that they provide an effective method to assess on-going progress against students' starting points.
 - Ensure that all relevant staff are trained to identify and support students with special educational needs and/or disabilities (SEND).
- 3.3 Satisfactory progress has been made in improving the use of ILPs. A revised ILP was introduced in January 2014 and aims to record teacher and student self-assessment information as well as targets set during monthly tutorials. The well-designed format is simple and easily navigated, and students report that they appreciate the opportunity to see how well they are doing. It has already begun to generate valuable information on how well students are learning and is enabling teachers to set appropriate and challenging study targets. The ILP remains with the class teacher and is successful at monitoring individual students' progress. However, it is not used to provide an overview of class performance or to produce collated performance information for managers to monitor and evaluate the quality of teaching.
- 3.4 Excellent progress has been made in training staff to support students with special educational needs and/or disabilities. A manager has been appointed to oversee this aspect of the curriculum. Changes to the assessment process are providing teachers with accurate information to enable them to meet all students' learning needs within an inclusive environment. A well-planned and wide-ranging training programme has been put into place and administrative and teaching staff have been encouraged to attend in order to provide a holistic approach to supporting students. Teachers consider the training has resulted in improved lesson planning that is more inclusive and benefits all learners. Inspection evidence supports this view.
- 3.5 The curriculum is highly effective and successfully meets the needs of English language students and trainee teachers. Teaching is excellent, with well-planned lessons that provide varied and interesting activities that motivate and encourage students to make progress. Teachers are experienced and have excellent subject knowledge. Assessment is accurate and enables students and teachers to monitor progress and allows students to take responsibility for their own learning. A wide range of methods are used to inform students of their progress, including feedback on marked work that provides a clear assessment of performance as well as helpful guidance on how to improve. Students make very good progress and achievement levels are high.
- 3.6 All courses meet Home Office requirements for students attending on Tier 4 visas.

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 The recommendations in this area from the previous inspection report are:
- Establish a system to calculate students' total course attendance to improve the monitoring of overall attendance.
 - Improve the provision of further study and careers guidance so that students are aware of what is available.
- 4.3 Good progress has been made with regard to improving the oversight of student attendance. An appropriate system has been put in place which provides accurate and timely information on student attendance. Poor attendance is quickly identified and the school's attendance policy is supported by a clear and systematically applied procedure. Managers make good use of the information and attendance rates have improved.
- 4.4 Good progress has been made in offering students guidance on careers and further study opportunities. Students are advised at induction that support is available and the service is well promoted across the school. Helpful and appropriate resources have been well chosen to meet the vast majority of students' needs. Whilst the take-up of this service is not high, students who have accessed the service report that they appreciate the support given, especially regarding researching courses and application to higher education institutions.
- 4.5 The school premises are secure, well maintained and offer a comfortable environment for all. All legislative requirements for health and safety, including fire evacuations, are fulfilled. The school's policies relating to health and safety, including fire safety and first aid, are observed and accurate records are maintained. Registration and attendance monitoring is accurate, with effective systems that comply with Home Office requirements to manage and report absences of students studying on Tier 4 visas.
- 4.6 Student welfare is well managed, with good systems to support students with personal, academic and accommodation concerns. Safeguarding is in line with the school's policy and is supported by effective systems and procedures. Oversight of host family accommodation is good. Host families offering accommodation for younger students are routinely checked in line with national requirements. However, the school's policy on host families wishing to provide accommodation for students under 16 years of age for more than 28 days does not state that they are required to register with the local authority as foster carers.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Ensure that all teaching staff and volunteer assistants are subject to appropriate checks and training on safeguarding.
 - Further develop the systems for providing performance data in order to more effectively monitor the impact of actions taken to improve provision.
- 5.3 Good progress has been made against the first recommendation. All staff have received training in safeguarding and child protection, and there is a sound system in place to ensure all staff receive regular updated training. The school holds a central record of Criminal Records Bureau (CRB) and DBS certificates. However, as there is no policy regarding renewal of these checks, a minority are significantly out-of-date.
- 5.4 Satisfactory progress has been made in developing systems to provide performance data. A wide range of academic performance and student satisfaction information is routinely collected and performance data is beginning to emerge after three months. The range of data is too wide to allow for effective definition of performance indicators.
- 5.5 Oversight is effective and ensures that the school successfully meets its educational aims. All relevant legal permissions are in place. Student progress monitoring is appropriate and supports planning. Academic performance does not currently make use of data to set performance targets. The management structure ensures appropriate delegated accountabilities and responsibilities. Quality assurance systems provide managers with a good overview of the school and self-assessment is satisfactory. The school recruits high quality staff and maintains accurate records, with all required pre-employment checks undertaken. Information on the website and in publicity materials provides an accurate representation of the school and its provision.

6. ACTIONS AND RECOMMENDATIONS

The language school has maintained the good quality found at the last inspection.

Recommendations for further improvement

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

- Develop a system that enables managers to use information collected from individual learning plans to monitor student progress and improve academic achievement.
- Provide a policy and systems to ensure regular DBS updates for all staff.
- Identify performance indicators to enable managers to rationalise the analysis of performance information.
- Clarify the school's policy on host families accommodating students under 16 for more than 28 days to ensure that it meets national requirements.

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 language school.

Inspectors

Mrs Jacqueline Lawrence	Lead Inspector
Ms Sara Bailey	Team Inspector