



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

ROSE OF YORK LANGUAGE SCHOOL

(02925053)

Full Name	Rose of York Language School		
Address	14 Hallam Street, London, W1W 6JG		
Parent\Company name	Rose of York Language School		
Telephone Number	020 7580 9888		
Email Address	enquiries@roseofyork.co.uk		
Principal	Mr Dmitry Pavlov		
Proprietor	Mr Dmitry Pavlov		
Age Range	16+		
Total number of students	76		
Numbers by age and type of study	16 – 18		19
	18+:		57
	EFL only:		69
	FE only:		7
Inspection dates	20 – 22 October 2015		

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:

- an exhaustive health and safety audit;

- an in-depth examination of the structural condition of the college, its services or other physical features;

- an investigation of the financial viability of the college or its accounting procedures;

- an in-depth investigation of the college's compliance with employment law.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Rose of York Language School is a private English language school situated in a six floor Georgian town house in central London. The school has sole use of the building which comprises offices, classrooms, a library and self-study centre, a communal area for students to socialise and a small rear court yard.
- 1.2 Established in 1989, the school is a limited company and is owned and governed by the sole proprietor who acquired the school in July 2015. The proprietor who is also the principal of the school has been in post for two months. He is supported by the management team which comprises of the director of studies who is also the director of the teacher training course and the operations director who has responsibility for the administrative and welfare team. The school aims to provide students with high quality tuition to ensure they reach high levels of proficiency in English and to broaden their cultural awareness for success in their academic, professional and personal lives.
- 1.3 The school offers full time courses in general English, business English, preparation classes for Cambridge examinations and the International English language testing system (IELTS) for university entry. In addition, conversation classes, one-to-one tuition, and part-time courses in general English are available. Courses vary in length according to students' requirements. The school offers provision for closed groups for varying lengths of stay. In addition the school provides regular teacher training courses, such as Training 4 TEFL, which leads to the Trinity College Certificate TESOL qualification.
- 1.4 When an individual applies to join a course, the school checks their suitability through the use of a pre-course application form and a pre-arrival on-line test. On arrival further written and speaking tests and a needs analysis are carried out to set students' objectives. Students enrol throughout the year and are assigned to classes following the pre-course placement test. The majority of students are recruited abroad by agents. The school offers homestay and a range of residential accommodation.
- 1.5 At the time of the inspection 76 students were enrolled. The majority are female and are aged over 18 years. No student currently holds a Tier 4 visa. The majority of students are from Japan, Brazil and Italy. Seven students were studying on the full-time teacher training course. All students enrolled on the English language courses speak English as an additional language. No student was identified as having special educational needs and/or disabilities (SEND).
- 1.6 The school was previously inspected on 30 July 2013 when it met all Key Standards and the quality of education exceeded expectations. The recommendations from the previous inspection report are:
 - Continue to formalise communication procedures to clearly identify priorities for improvement and strengthen planning to meet those priorities.

- Link continuous professional development for non-academic staff to the appraisal process, including student welfare and safeguarding training for all staff.

2. SUMMARY OF FINDINGS

- 2.1 **The language 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 is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good and meets the school's aims well. Excellent assessment procedures prior to and on arrival ensure students are placed accurately for their level of English. Course provision and curriculum are carefully planned and meet the needs of students well. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in the Home Office guidance. Teaching is good and ensures that students make rapid progress. Teachers have good subject knowledge and use a wide range of teaching methods which engage students well in their learning. In a small minority of lessons, teachers do not reinforce learning sufficiently. As a result, students' progress is not so rapid. There are clear procedures for monitoring progress so that students know what they have achieved and how to improve further. Students report that they are well satisfied with the course provision and with their progress and achievements.
- 2.3 Students' welfare, including health and safety is good. The premises are well maintained and provide a safe and comfortable environment for staff and students. A comprehensive range of policies and procedures for managing health and safety are effectively implemented and updated as required. Clear measures are in place to reduce the risk from fire and other hazards and for first aid. An appropriate number of staff are trained in first aid but there are insufficient fire wardens. Procedures for admissions and attendance are excellent. They are well managed and thorough and fully meet Home Office requirements. Pastoral support is good and provides an effective level of support and guidance to students. Arrangements for the safeguarding of students are good and meet current national statutory guidance. Staff are appropriately trained. Homestay accommodation is carefully monitored and meets national regulatory requirements. Students report that they are well looked after and cared for.
- 2.4 The effectiveness of governance, leadership and management is good. The new proprietor provides clear educational direction to staff and has clear aims for the school. Leadership and management underpin the school's new development planning to raise the quality of provision and to support the effective work of all staff. Senior leaders share a clear vision and work effectively together to ensure that the school runs smoothly on a day-to-day basis. Communication throughout the school has been improved through regular meetings. Good progress has been made in formalising communication with regular meetings of senior leaders to strengthen planning. A clear management structure and appropriate policies and procedures effectively ensure that students are well supported in their learning and personal development. Quality assurance procedures have been appropriately reviewed and are satisfactory. Good progress has been made in establishing an annual appraisal and a programme of ongoing professional development for non-academic staff. All

staff have been trained in safeguarding procedures. The school is effective in securing and retaining high quality staff. Teaching staff are well supported and regularly observed but are not always given clear targets within a timescale for improvement. Student feedback is evaluated and staff respond well to any concerns. Appropriate checks to ensure staff suitability to work with students are carried out and accurately recorded in a single central record. The school has a clear complaints and fee policy. The website provides all the required and relevant information for students and stakeholders. The school was responsive for requests for information from the inspection team.

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, and on arrival is excellent. Thorough initial diagnostic assessment provides an accurate basis for students to plan an appropriate programme of study. Detailed entry criteria are set including a suitable online test which students take before arrival. Results provide a provisional level for their entry to a course. On arrival, students take further written and speaking tests and are placed accurately for their level of English with agreed mid and long term objectives in their individual learning plans. As a result, very few students transfer between courses. Students agreed that they are on the most appropriate course for their level.
- 3.2 Advice and guidance from experienced senior staff is effective in enabling students to make informed course choices. Learning programmes and activities are well matched to their ages, aptitudes and language capabilities. The high standards of advice given enable students to progress well from their starting points. Students are able to take a course with or without an examination. Replies to the pre-inspection questionnaire and meetings with students indicate a high level of satisfaction with the information and advice that they receive.

3(b) Suitability of course provision and curriculum

- 3.3 The course provision and curriculum are good. Course provision is well planned and designed to cover all the required areas of language learning. The curriculum is appropriate and well matched to the needs of students and meets the aims of the school well. A good range of courses provides suitable learning material and progression routes in line with the Common European Framework of Reference for Languages (CEFR). The use of the CEFR provides teaching staff and students with an accurate assessment of students' level in English. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in the Home Office guidance. The range of courses offered is accurately detailed on the school website and provides clear guidance for students to make appropriate choices.
- 3.4 The curriculum provision has been reviewed and revised recently to include opportunities for students to agree with teaching staff the areas they wish to prioritise as a focus for their learning. Courses are well designed on a ten week programme of study and include a strong focus on students' skills and knowledge so that students develop good reading, writing and speaking skills. Schemes of work are negotiated weekly with students, to ensure that teaching takes their learning needs into consideration. Mid and end of programme assessments provide well defined opportunities for progression. Longer-term students discuss their progress with teaching staff and assessment results are effectively used to identify students who are ready to transfer to a higher course level. Short-term students' progress is monitored in lessons but they do not always benefit from the one to one discussion

on their progress. Students report that the curriculum meets their needs and expectations well. All students successfully complete their programme of study and are well prepared through supportive careers or university guidance to move to the next stage of their education or employment.

- 3.5 The curriculum is enriched by an imaginative range of weekly outings and activities. This is well organised by teaching staff who take excellent advantage of the rich cultural provision within easy reach of the school and extend students' learning and cultural awareness well. Activities and outings are well attended and appreciated by students who report that it enhances their overall experience at the school.

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

- 3.6 The quality of teaching and learning is good. Lessons are well-planned and managed, incorporating and prioritising students' needs and preferences. Teaching ensures that lessons include a clear focus on the negotiated schemes of work highlighted by students so that they are enabled to build on previous knowledge effectively. A good range of innovative techniques and activities allows students to practice their speaking, reading, writing and listening skills and progress well. Teaching includes focused questions and tasks which provide good learning opportunities and increase students' understanding well. In a few lessons, teaching is expertly skilled and tailored to specific needs extremely well so that students' progress is rapid and levels of achievement are high.
- 3.7 Teachers have good subject knowledge and are skilled in their use of materials and resources so that learning is well reinforced. Students demonstrate positive attitudes to learning and participate well. Teaching ensures that language is introduced in a variety of ways so that students have a secure grasp of new knowledge and are enabled to participate with confidence. They ask questions and discuss freely with each other when appropriate and extend their knowledge and skills well through focused activities.
- 3.8 In the majority of lessons there is a strong focus on checking students' understanding through reinforcement of language and pronunciation skills. Students engage well with enthusiasm and develop increasing levels of accuracy and fluency in speaking. However, in a small minority of lessons, teaching does not always reinforce language and check students' understanding sufficiently. As a result, their progress is slower.
- 3.9 Classrooms are adequately resourced, with information technology available in a small number of rooms. Teachers make good use of resources. However, in a small minority of lessons the lack of variety of resources slows students' understanding and their progress is slower.

3(d) Student progress and attainment

- 3.10 Student progress and attainment are good. The evidence from lesson observation, exam results and scrutiny of work shows that overall learners are able to acquire new

knowledge and make good progress. In the vast majority of English classes, learning and achievement is good. Students quickly master and build confidence in their English language skills, demonstrating skills as confident, independent users of the language.

- 3.11 Progress and results are discussed following mid and end of programme assessments and decisions follow with regard to moving levels and how well students are achieving. Students appreciate the time teaching staff take to talk with them which helps them to identify their own learning targets and furthers their progress well. However, short-term students do not always have opportunities for discussion with staff on their progress.
- 3.12 Results in examinations are good, enabling students to pursue their studies further and to achieve their goals. In pre-inspection questionnaires students report that they are well satisfied with their achievements and their time in the school.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 The arrangements for the welfare, health and safety of students are good. The premises are clean and well maintained and provide a safe and comfortable teaching and learning environment for staff and students. The common room is comfortable and the well-equipped library and resource areas are well used by students. Washroom facilities are adequate in number and are clean and well maintained. The premises are secure and monitored well by reception staff. Students report that they feel safe and secure in the school.
- 4.2 Arrangements to ensure health and safety are effective and appropriately documented. A comprehensive range of health and safety policies and procedures are implemented well and provide effective guidance for staff and students. Policies are updated and reviewed regularly to ensure compliance. The school has appropriate procedures in place to minimise the risk from fire and other hazards. The fire risk assessment has been updated satisfactorily and regular fire audits and fire drills are undertaken and recorded. There are adequate fire action notices throughout the premises. However, these could include more visual material to ensure all students understand procedures. Fire exits are clearly signed and free of obstructions. Fire protection equipment is appropriately sited and regularly maintained by a private company. The school has trained a small number of staff as fire wardens but this number is not sufficient for the number of students.
- 4.3 Student induction is thorough. On arrival students are given clear advice and guidance on all health and safety matters and a tour of the school and local area to ensure their safety and well-being. In addition they are given a handbook with relevant information for living in London and how to remain safe. For students under the age of 18 regular meetings with senior staff ensure they are well looked after and cared for and know whom to go for help should the need arise. Individual risk assessments are thoroughly carried out for all organised off-site activities and visits with due care for those under 18 years.
- 4.4 The school has an up to date first aid policy with clear guidelines for staff in the event of any accident or injury. An appropriate number of staff are trained in first aid procedures. First aid kits are sufficient in number, well maintained and appropriately positioned. Appropriate arrangements are in place for students who are unwell or injured.

4(b) Student registration and attendance records

- 4.5 Procedures for admissions, registration and attendance are excellent. Clear systems for recording, monitoring and collating information on registration and attendance are firmly established. Records are carefully completed and appropriately monitored by senior staff. Students under the age of 18 report daily to reception on arrival to ensure that they are safe.

- 4.6 Any unauthorised absence is swiftly followed up to ensure the safety and well-being of all students. Students are made fully aware of attendance requirements and as a result attendance levels are high. The school is aware of its responsibilities with regard to reporting to the Home Office. Procedures fully meet Home Office requirements.
- 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. Staff provide effective support and guidance for students in accordance with the school's aims. On arrival a thorough induction takes place ensuring that students receive all the required information regarding health and safety procedures. This includes a tour of the premises and surrounding area and useful information for living in London. All key staff are introduced to students so that students know whom to turn to in the event of a concern. Relationships between staff and students and amongst students themselves are very positive. There is a clear policy on promoting integration and tolerance and students enjoy a convivial environment free from any bullying or harassment.
- 4.9 Students' personal needs are well met by the welfare staff who are available at key points during the school day to meet with students. An emergency telephone number is given to all students so they can contact a member of staff at any time. Students report that they are able to discuss any concerns with welfare staff and are well looked after and cared for.
- 4.10 For students who wish to extend their studies, the school provides suitable careers and university guidance. Students report in discussion that they are well supported by staff who provide the help they need to make appropriate choices for the next stage of their education or employment.
- 4.11 The school provides a good range of social activities. Students' learning is enriched by weekly outings to historical sites, galleries and museums, visits to restaurants and exploring London and beyond. The social activity programme is well attended by students and well organised by teaching staff which further enhances the relationships within the school and students' experiences.

4(d) Safeguarding for under 18s

- 4.12 Arrangements for the safeguarding of students under 18 years are good and meet current national statutory guidance. The school's safeguarding policies and procedures are appropriate and are effectively implemented. There are clear guidelines on safeguarding procedures for staff who are appropriately trained and aware of their responsibilities for students. The school has an appointed designated safeguarding lead, trained to the appropriate level who oversees all aspects of the school's safeguarding arrangements. Students under the age of 18 have regular

meetings with the safeguarding lead to ensure all aspects of their well-being and safety.

- 4.13 Appropriate guidance on students' safety when using technologies is included in the safeguarding policy and in staff training. The school monitors attendance of under 18's carefully. All suitability checks for staff to work with students under 18 years including for the Disclosure and Barring service (DBS) are carried out and recorded on the school's single central register.

4(e) Residential accommodation

- 4.14 Arrangements for the accommodation of students are good. Homestay accommodation is appropriately managed and registered in accordance with national requirements for students under the age of 18. Appropriate checks, including for the disclosure and barring service (DBS), are effectively carried out for all main homestay carers and recorded in school by the accommodation officer. A majority of students over the age of 18 organise their own private accommodation. The school keeps an accurate record of students' accommodation in case of need to contact them.
- 4.15 In pre-inspection questionnaires and in discussion students report that they are happy with their accommodation and with the support they receive from staff should they have any accommodation concerns. This contributes well to students' personal development and their stay in London.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5(a) Ownership and oversight

- 5.1 Ownership and oversight are good. The school is well led by the new proprietor who provides clear educational direction for the development of the school to raise the quality of education. Since his arrival the proprietor has been fully engaged in the strategic planning with senior staff to increase growth and bring about improvements in the quality of teaching and learning. The school has the appropriate legal permissions and meets the statutory requirements for safeguarding students well. The school is successful in securing and retaining high quality staff and in ensuring their suitability to work with students under 18. There is a strong focus on ensuring the well-being of students throughout the school with due care for those under 18. There are new initiatives to work towards achieving higher levels of quality and growth and a clear emphasis on providing further resources to support students' learning.
- 5.2 The proprietor has clear insight into the day to day workings of the school. There are excellent relationships between all senior staff who are well supported in carrying out their roles. The proprietor has spent time in each area of the school with senior managers to highlight the strengths and areas for development. A thorough health and safety audit has been completed to ensure all aspects of the premises meet requirements. The school's work is well managed financially through clear planning so that the programme of refurbishment for the premises can continue.

5(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are good. The leadership and management of the school are effective in fulfilling their responsibilities including for policy implementation, safeguarding and the welfare, health and safety of students. Roles are clearly defined and responsibilities for admissions, curriculum planning, teaching, welfare and accommodation are appropriately delegated and monitored well. A comprehensive range of policies is in place which is regularly reviewed and updated and implemented effectively to ensure the well-being of students at all times. Teaching staff are well supported in their work and have regular meetings with the director of studies. Replies to the pre-inspection questionnaires and discussions with teaching staff demonstrate that they feel well supported in their work and are happy in the school.
- 5.4 Communication procedures are now good. Senior staff meet formally with the proprietor/principal on a regular basis. Through realistic self-evaluation, development planning has identified the priorities for improvement. Course development, reviewing of staffing, maintenance of the school's premises and student welfare have been discussed with clear areas to focus with good progress made.

5(c) Quality assurance including student feedback

- 5.5 Quality assurance procedures are satisfactory. The school has newly developed quality assurance mechanisms to monitor its work and to bring about further improvements. A system of lesson observations and appraisals for teaching staff is in place. Teacher observations are regularly carried out with general comments and action points for improvement. However, the action points do not always include clear targets or time scales and as a result teaching staff are not directed sufficiently to improve the quality of their teaching.
- 5.6 An annual appraisal system with an ongoing professional development programme in welfare and safeguarding is now firmly established. This ensures appropriate welfare and safeguarding training for all non-academic staff. All staff are now trained in safeguarding procedures.
- 5.7 Student feedback is now gathered systematically and the results are analysed. This ensures that the school identifies trends to bring about improvements. Any student concerns are followed up and resolved swiftly to maintain high levels of satisfaction.
- 5.8 The complaints procedure meets requirements. It includes a policy statement clearly stating that written records of any complaints are kept by the school with dates of the resolution. It clearly details the body for appeal if a complaint remains unresolved internally.

5(d) Staff recruitment, qualifications and suitability checks

- 5.9 The arrangements for the safe recruitment of staff and the maintenance of associated records are excellent and are in accordance with current guidance. The school has a thorough approach to recruiting and retaining high quality staff, ensuring their suitability to work with students, including those under the age of 18. All checks are carried out rigorously including for the Disclosure and Barring Service (DBS) and are recorded accurately on a single central record.

5(e) Provision of information

- 5.10 The quality of information available on the school website is good. Accurate details of the courses offered by the school are provided. The website contains all required and relevant information including key policies and arrangement for admissions, safeguarding and special educational needs or disabilities (SEND).
- 5.11 The school was extremely responsive in providing information for the inspection.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Ensure that teacher observations include clear targets with follow up for staff within a time framework to improve the consistency in the quality of teaching.
- Develop mechanisms for short term students to have opportunities for guidance on their progress during their time in the school.
- Increase the number of fire marshals and visual fire signage in the school.

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

Mrs Flora Bean	Lead Inspector
Ms Christine Reba-Edge	Team Inspector