



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

EXTENDED MONITORING VISIT

ALL SAINTS EDUCATORS LTD

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Principal	Mr Jawad Mukhtar
Proprietor	Mr Jawad Mukhtar
Age Range	18+
Total number of students	8
Numbers by age and type of study	18+: 8 FE only: 8
Inspection date	23 September 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.

An extended monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality 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. Inspectors will also consider the impact of any material change reported since the last inspection.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 All Saints Educators Limited is a private college of further education. It was established in Manchester in September 2011. It moved to its present location, in Park Royal, West London, in June 2013. It is a private company, limited by shares, and is owned by one director, who is also the principal.
- 1.2 The college aims to provide high quality, high value education to advance the professional aims of its students in a competitive, dynamic, global environment. It states that its primary objective is to provide avenues to higher education. The college has the long-term goal of running a wide range of full-time courses from levels 4 to 7 for international students.
- 1.3 It offers part-time and full-time courses in business management and healthcare management. At the time of the inspection there were eight students on a Level 5 business management course, two of whom were female students. All current students are part-time and live in the UK. Students originate from India and Pakistan, and the large majority speak English as an additional language. The college has identified no students with learning difficulties or disabilities.
- 1.4 This monitoring visit has been extended due to a change of proprietor and principal in June 2014. For this reason, Section 5 of the Educational Oversight Framework - governance, leadership and management - will be looked at in detail.
- 1.5 The previous inspection was on 22-24 October 2013 and at that time the college was judged to be meeting expectations.
- 1.6 The recommendations from the previous report are:
 - Increase the level of attention paid by teaching staff to the accuracy of formal speaking and writing in English.
 - Support students' educational and personal development through visits, social events and careers guidance.
 - Establish a formal cycle of college reviews, covering all aspects of the college's aims and provision.
 - Fully establish the college's newly devised process for improvement planning.
 - Ensure the provision of information to outside bodies is efficient and comprehensive.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 22-24 October 2013 the college 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 good. Initial assessment is satisfactory and students are well suited to the courses they undertake, but tests used do not check English vocabulary sufficiently. Satisfactory progress has been made in increasing the attention paid to the accuracy of spoken and written English. The college has raised the entry requirements for English language qualifications, but errors in written English are not systematically corrected and there are instances of inaccurate English being used by teachers. Course provision is well planned and meets the needs of students. Teaching is good. It motivates students through the effective use of appropriate teaching methods, although in a minority of lessons students' understanding is not checked regularly. Students make good progress, with all students completing their courses successfully during 2013/14.
- 2.3 Students' welfare, including health and safety, is good. Health and safety is well managed, and security is satisfactory. The premises are of good quality, well furnished and spacious, but a minority of classrooms is not well ventilated and it is difficult to control the temperature. Admission and attendance records are accurate. There are appropriate systems for monitoring attendance and completion rates and to report to the Home Office when that becomes necessary. Pastoral care is good; all students are aware of who to go to with personal issues. Very good progress has been made in strengthening personal development through visits, social events and careers guidance. There is a good programme of cultural and course related visits, and a systematic approach to careers guidance.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight is very good. The new proprietor is fully involved in planning and monitoring through his role as principal. He has reviewed the college's direction in collaboration with all staff. Resulting changes have had a positive effect on leadership and management, and roles and responsibilities are well understood. Good progress has been made in strengthening self-evaluation through regular reviews. Self-evaluation identifies realistic strengths and areas for development. Progress on improvement planning is satisfactory. Targets for development are identified but many of the areas for improvement identified through self-evaluation do not result in targets or actions. Quality assurance is good; the college is responsive to the views of students and staff. In the selection of staff, appropriate checks are made on their suitability for employment. Good progress has been made in providing information to outside bodies. A newly developed website provides clear and accurate information.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Increase the level of attention paid by teaching staff to the accuracy of formal speaking and writing in English.
- 3.3 The college has made satisfactory progress against this recommendation. Changes have been made to the entry requirements for courses. All students are now expected to have an English language qualification at the higher level of B2 of the Common European Framework of Reference for languages (CEFR). This has raised the English language skills of students accepted onto courses. However, students' written work contains English errors, which are not highlighted or corrected by teachers, and there are a few instances of inaccurate models of English being used by teachers in lessons.
- 3.4 Initial assessment is satisfactory. Applicants are tested for English, numeracy and reasoning skills. The English test assesses grammar well but it does not check students' vocabulary sufficiently. The reasoning test provides a useful indication of students' analytical skills, but the form it takes does not reflect the current students' cultural backgrounds.
- 3.5 Courses offered are explained clearly on the website. Students confirmed that they were fully explained to them and that they met their educational needs and expectations. The curriculum is well planned; course plans relate closely to the awarding body's specifications. Currently there are no Tier 4 students, but all courses offered meet the Home Office requirements for approved qualifications.
- 3.6 Teaching is good. Lessons are thoroughly planned and well resourced, reflecting the needs of learners' closely. Teachers motivate students effectively, and learners report being very satisfied with their lessons. Teachers have good subject knowledge. Teaching methods used encourage students to be engaged in learning for the majority of lessons and they remain attentive throughout all lessons. In a minority of lessons there are periods during which students are not actively involved and teachers do not regularly check students' understanding.
- 3.7 Teaching enables students to learn and make good progress. Teachers monitor progress and provide guidance through an on-line learning system, which students understand and use effectively. Learning outcomes for the academic year 2013/14 were good, with all students completing courses successfully.

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 recommendation in this area from the previous inspection report is:
- Support students' educational and personal development through visits, social events and careers guidance.
- 4.3 Very good progress has been made against this recommendation. The college has introduced social excursions, including a visit to Oxford and central London. Social activities are encouraged, with, for example, cultural festivals being celebrated in college. Students comment on the very positive impact of these on their personal development and in strengthening their relations with staff and other students. The college has also developed a programme of careers advice and guidance. This includes termly appointments with the welfare officer to check their progress on career goals and wellbeing, and to identify new goals if appropriate. Course plans include visits to businesses, which effectively support and supplement their studies.
- 4.4 Arrangements for health and safety are good and well managed. Health and safety checks are systematic with annual risk assessments and regular monitoring of the building and emergency equipment. The premises are good quality, with spacious rooms and good facilities for students and staff. A few classrooms are not well ventilated and the temperature is difficult to adjust, which on occasions has an impact on teaching. Security arrangements are satisfactory. As a result the college provides a safe and comfortable place for students and staff to study and work.
- 4.5 Admission and attendance records are accurate and well maintained. Attendance monitoring is rigorous. Students are made aware of attendance requirements at induction, and these are reinforced in the student handbook. As there are currently no Tier 4 students, the college does not need to report to the Home Office. But existing systems for monitoring admissions and attendance are fully compliant with Home Office regulations, and reporting procedures are well understood by managers.
- 4.6 Pastoral support is good. Students confirm that they know who to go to for academic and personal support. They report that the college is responsive to their personal needs and that staff are always accessible to provide support when it is needed. Inspectors confirmed this to be the case. Induction is thorough and, along with the student handbook, provides students with key information on the college. Relations between staff and students, and amongst students, are very good.

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:
- Establish a formal cycle of college reviews, covering all aspects of the college's aims and provision.
 - Fully establish the college's newly devised process for improvement planning.
 - Ensure the provision of information to outside bodies is efficient and comprehensive.
- 5.3 Good progress has been made against the first recommendation. Six-monthly self-evaluation reviews are undertaken by the management group and reported on to all managers. Self-evaluation is thorough. Managers understand the college's strengths and areas for development and discuss these regularly in meetings.
- 5.4 There has been satisfactory progress against the second recommendation. A college development plan now identifies short-term and long-term targets for improvement. This includes clear deadlines for achieving each target and identifies the member of staff responsible. The link between self-evaluation and the development plan is limited. Not all areas for development or improvement identified in the self-evaluation report result in targets or actions, either in the development plan or in management team minutes.
- 5.5 Good progress has been made against the third recommendation. A newly developed website is now available. The information it provides is accurate and clear. It includes most of the key information required by current and prospective students, but information on studying and living in London and the UK is limited.
- 5.6 Ownership and oversight of the college is strong. The new proprietor is also the principal and consequently is fully involved in all strategic and operational matters. Since he took over the college he has reviewed staff responsibilities and contracts and made some changes to the direction of the college. These actions have taken place with the full involvement of all staff and its impact has been very positive. He fulfils his responsibilities for the quality of education, and the welfare, health and safety of students, through satisfactory policies and procedures and through the appointment of suitably qualified and experienced staff. All policies are reviewed annually. The management structure is well organised and roles and responsibilities are understood. Formal and informal communication between managers and with staff is good.
- 5.7 Quality assurance is good. Student feedback is collected regularly and reported to the management group. The college is responsive to the views of students. Staff

feedback is encouraged and staff confirm that the college responds positively to their comments and requests. Information on students' progress and achievement is systematically reviewed, but this evidence is not clearly used as a basis for judgments in self-evaluations. Lesson observations by managers are undertaken regularly, but the appraisal system is not yet implemented. The college has a satisfactory complaints procedure, which is clear and well publicised.

- 5.8 Staff selection procedures are good; the college checks the suitability of staff thoroughly.

6. ACTIONS AND RECOMMENDATIONS

The college has improved the satisfactory quality found at the last inspection.

Recommendations for further improvement

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

- Strengthen improvement planning by ensuring that all areas for development identified through self-evaluation result in action points.
- Ensure errors in written English are corrected and that accurate models of English are provided in lessons.
- Ensure that initial assessment tests check students' English vocabulary and are suitable for the cultural background of applicants.
- Improve temperature control in classrooms.

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 inspectors examined regulatory documentation made available by the college.

Inspectors

Mr Neil Haynes	Lead Inspector
Ms Christine Reba Edge	Team Inspector