



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

**MONITORING VISIT**

**LEWIS SCHOOL OF ENGLISH**

Full Name of College **Lewis School of English**

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Principal Mr Alistair Walker

Proprietor Mr Alistair Walker

Age Range 13+

Total number of students 105

Numbers by age and type of study Under 18: 14

18+: 91

EFL only: 105

Inspection date **22 April 2013**

## PREFACE

This inspection report follows the Framework for Educational Oversight 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 UK Border Agency to inspect privately funded further education colleges, including 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 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 for private colleges;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations to colleges 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 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.

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## 1. CONTEXT

- 1.1 Lewis School of English was established in 1976 and is a private limited company of which the proprietor is also the director and principal. The aim of the school is to 'bring freshness, sense of purpose, warmth and care to the educational experience offered to students and to bring the same characteristics to bear on the workplace experience for all staff members.' The school offers programmes for all ages in general and specialist English, examination courses, teacher training and continuing professional development courses. Students join courses weekly and are assessed by teachers on arrival. The school offers homestay accommodation within a short distance of the school. There is an on-site crèche.
- 1.2 At the time of the inspection there were 91 adult students. The majority of students were from Saudi Arabia, Korea, Libya, Turkey and France, with more male students than female. There were also 14 junior students from France, aged between 13 and 17 years. None of the students have English as their first language. Two students were attending on Tier 4 visas. There were no students with special educational needs and/or disabilities (SEND).
- 1.3 The school was previously inspected from 17 to 19 April 2012 when it met all key Standards and the quality of education exceeded expectations. The recommendation from the previous report is:
- Identify an end-of-course speaking and listening skills assessment to capture and record the high level of progress and achievement the vast majority of students make on their courses.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** The previous inspection of 17 to 19 April 2012 was judged 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 learning is excellent. Curriculum leadership is outstanding and responds to a wide range of students' language requirements. The school has reviewed and recently updated student assessment and tutorial processes, which now include the testing of speaking and listening skills at the end of courses. These assessments aim to enable students to engage more productively in their studies, as well as offer more information on the degree of progress made during their time at the school. The quality of teaching and learning continues to be very good, responding very effectively to students' individual and group aims.
- 2.3 Systems and processes to ensure students' well-being are excellent. The attendance system is well managed, with meticulous records that create thorough and accurate management information. Host family accommodation is well managed with accurate records. Students are well cared for by school staff and through regular, optional tutorials with their teachers. Relationships across the school are warm and friendly and are valued by students and staff. The school is very attractive and maintains a high standard of safety, offering students an environment that is conducive to learning and making friends.
- 2.4 Governance, leadership and management are excellent. Clear roles and responsibilities are supported by established systems and processes that enable all staff to contribute to the well-being of everyone at the school. Quality assurance systems are mature, robust and contribute to accurate self-assessment. Oversight is outstanding and is the result of effective systems, high quality management information, exceptional communication across the school and well supported staff.

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

- 3.1 The quality of curriculum, teaching and learners' achievements is excellent. All key Standards continue to be met.
- 3.2 The recommendation in this area from the last inspection report is:
- Identify an end-of-course speaking and listening skills assessment to capture and record the high level of progress and achievement the vast majority of students make on their courses.
- 3.3 Curriculum leadership is excellent. The school has made very good progress in identifying an appropriate assessment method and procedure to capture and record students' progress in speaking and listening. The school has very recently introduced an optional comprehensive skills assessment at the end of students' time at the school, which includes a speaking and listening activity used to measure and record progress against the level achieved on arrival. This data will allow the school to quantify the degree of progress made by students and support the self-evaluation process.
- 3.4 Since the last inspection there has been a systematic review of progress monitoring across the school, focussing on developing the partnership between student and teachers through teacher and student evaluation of progress made. Individual learning plans have been replaced with a range of effective tests, frequent teacher assessment and a weekly student assessment and reflection activity. The school has also introduced a wider range of optional tutorials and weekly progress reports from teachers. All courses on offer to Tier 4 international students lead to qualifications approved by the Home Office.
- 3.5 The quality of teaching and learning continues to be high. Classes are very well planned with a thoughtful use of resources, many of them teacher generated. Teachers use a wide range of resources that, alongside varied teaching methods, motivate learners to participate and enjoy their classes. Students thoroughly enjoy their lessons and consider the school's curriculum to be effective. This is because teachers use materials from a wide range of study books and classes are not reliant on the use of a single course book. Students consider the teaching at the school to be excellent; they know they are making progress and are aware of what they need to do to improve.
- 3.6 The school has recently introduced a career support club for students in response to student concerns about global unemployment. The social activities programme has been integrated into the curriculum, with students able to participate in themed class-based activities. There is a particularly good range of teacher created resources to support independent learning.

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

- 4.1 Students' welfare, including health and safety, is excellent. All key Standards continue to be met.
- 4.2 The school offers an attractive, safe and comfortable environment for students and staff. Excellent procedures for health and safety are promoted through student induction and on noticeboards across the school buildings. Students reported feeling safe at the school. The interesting and varied social programme supports cultural and social integration.
- 4.3 Safeguarding at the school is well managed, with staff appropriately trained. The school places a great emphasis on effective and responsive communication across the whole school community and, as a result, academic and personal support needs are responded to promptly. Safeguarding policies and procedures and the support provided to host families are well managed, with clear and consistent oversight.
- 4.4 Student attendance is well managed, particularly in relation to junior students under the age of 16. Excellent systems for recording, monitoring and collating management information on registration and attendance are in place, and all students are aware of their attendance level as it is routinely shared with them each week. Managers keep a careful eye on meeting Home Office reporting requirements regarding absences.



## **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 educational direction of the school remains clear, with a strong focus on quality assurance and a philosophy of continuous improvement. Policies are reviewed for effectiveness and to ensure resources are sufficient to enable compliance. This approach is supported by highly effective managers who are responsible for the implementation of policies that produce such good results. Staff responsibilities and accountabilities are clearly delegated and excellent systems are in place to support staff in meeting their responsibilities. The outstanding communication across the whole school creates a shared ethos and culture.
- 5.3 The school continues to have a rigorous approach to recruiting and retaining high quality staff, ensuring their suitability to work with students, including those under the age of 18. Managers support staff extremely well. Academic managers have outstanding systems in place to undertake quality assurance monitoring and to develop teaching skills and practice across the school. The range and scale of opportunities for professional development for teaching staff continue to be outstanding.
- 5.4 The school continues to offer high quality information to students and observes its appropriate complaints policy.

## **6. ACTIONS AND RECOMMENDATIONS**

The language school has maintained the excellent standards found at the last inspection.

### **Suggestions for further improvement**

In order to improve the excellent quality provided, the language school is advised to:

- Build up the data collected on student progress so that it can be used to support self-evaluation and to record progress made by students during the time 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 pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language school.

### Inspectors

Mrs Jacqueline Lawrence	Lead Inspector
Mr Mark Dean Marr	Team Inspector