



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

**MONITORING VISIT**

**GRAFTON COLLEGE OF MANAGEMENT SCIENCES**

Full Name of College **Grafton College of Management Sciences**

Address Union House, 65-69 Shepherds Bush Green, London, W12 8TX

Telephone Number +44 (0)20 8749 8367

Email Address marketing@graftoncollege.com

Principal Ms Debbie Lewis

Proprietor Mr Saeed Rehman

Age Range 18+

Total number of students 344

Numbers by age and type of study

18+: 344

EFL only: 33

FE only: 311

Inspection date **26 February 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 Grafton College of Management Sciences was established in March 2004 and is located in Shepherds Bush, London. The college is a private limited company and the proprietor is also one of the directors. The college aims to deliver a high quality education that meets the needs and aspirations of all students. A range of courses are offered from levels 4 to 7 in business, information technology and travel and tourism. The English as a Foreign Language (EFL) department offers a range of courses and levels for general English and exam preparation. Since the last inspection, the senior managers have reorganised the staff roles and responsibilities and have changed the exam board for a number of their vocational courses to ensure consistency.
- 1.2 There are 344 students enrolled; 252 are male and 92 are female. The students come from a range of countries including Pakistan, Afghanistan, China, India and Thailand. There are no students under the age of 18. No students have been identified as requiring support for special educational needs or disabilities (SEND).
- 1.3 The previous inspection took place on 31 January – 2 February 2012 when the college was judged to meet expectations
- 1.4 The recommendations from the previous report are:
  - Improve English Language support for vocational students which targets the English required for academic work including assignment writing.
  - Facilitate the sharing of good practice amongst the EFL team.
  - Improve analysis and use of data to improve performance.
  - Provide targets in lesson observation and appraisal of teaching staff to improve teaching and learning.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** The previous inspection of 31 January – 2 February 2012 was judged to meet expectations and the quality of education as judged at that time has been improved.
- 2.2 The quality of the curriculum, teaching and learning is very good. Application and initial assessment processes are highly effective in enrolling students on the correct courses to meet their needs. Students receive high quality support, advice and guidance throughout the enrolment process to help them determine the best courses to follow to meet their educational and employment needs. The course provision is very good and provides a wide range of progression opportunities. Teaching and learning has improved; most lessons are now good or better. Class activities are motivational and encourage all students to actively participate in their learning. Assessment practice is highly effective. Students receive comprehensive written and verbal feedback outlining clear guidance on how to improve their work. Good additional language support is embedded in lessons and is highly valued by the students.
- 2.3 Students' welfare including health and safety is outstanding. The standards in this area have been upheld so that the college continues to exceed expectations in the care they offer students and staff. Excellent health and safety practices are promoted through the 'Be Safe. Be Healthy. Be heard' programme. The premises are secure, fit for purpose and well maintained. The attendance monitoring committee monitors student attendance and punctuality closely. As a result, student attendance rates are good. Staff offer helpful educational guidance and welfare support to ensure students feel safe and comfortable during their time at the college. The welfare provision positively promotes diversity and tolerance amongst its international student cohort.
- 2.4 The effectiveness of governance, leadership and management is excellent and exceeds expectations. The proprietor has a highly effective oversight of the college. The directors and principal have re-organised the staff organisational structure to ensure that responsibilities for educational standards, student welfare and health and safety are discharged extremely well. Senior managers have made vast improvements in quality assurance and self-evaluation processes so that it now includes a comprehensive review of all courses and college procedures. Lesson observation and student feedback data are used effectively to inform college development and strategic plans. In the EFL team, observation data is used appropriately as a starting point to plan the sharing of good practice. Success data is accurate and there is an increasingly sophisticated understanding of this data and its analysis across the college. Staff recruitment processes are sufficiently rigorous. Provision of information is good.

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

- 3.1 The quality of curriculum, teaching and learners' achievements is good. All key Standards continue to be met.
- 3.2 The recommendation in this area from the last inspection report are:
- Improve English Language support for vocational students which targets the English required for academic work including assignment writing
- 3.3 The college has made excellent progress in regards to this recommendation. Improvements in the management of teaching and learning have transformed the college into an environment where most learners actively participate in their learning. The support for students' English language development is embedded, and continues to improve, within classroom practice and assessment. Senior managers have implemented changes to learning resources such as the integration of the college's virtual learning platform with the library in order to provide more structured self-learning opportunities for students. Students report that they are happy with the level of feedback and support they get from their teachers to help them improve their English for academic work particularly assignment writing.
- 3.4 The application process is highly effective in assessing students' appropriateness for courses. The college checks the suitability of applicants' qualifications for entry and internet interviews are used effectively to determine students' motivation and needs. International English Language Testing Systems (IELTS) grades for entry are specified according to the level of course. Good advice and guidance are given and as a result, students are following appropriate programmes of study that meet their needs. English language students are given a standard placement test on arrival and lesson observations show that placement is accurate.
- 3.5 The college offers a wide range of vocational courses which are well matched to students' needs and provides appropriate progression opportunities. Courses meet UK Border Agency (UKBA) requirements. Pre-inspection student questionnaire results show that students feel they are making good progress in their courses.
- 3.6 The college have made good improvements in the standards for teaching and learning. As a result, the quality of teaching and learning is good. In most classes, teaching is highly effective in promoting students' progress. Students are active and enjoy their lessons. Collaborative and individual activities help students to grasp conceptual information quickly and to apply this knowledge well in practical and written assessments. Good additional language support is embedded in lessons.
- 3.7 Assessment practice is highly effective. Feedback to students is informative, empowering and provides a useful commentary to enable them to make improvements. Students value the quality of written and verbal feedback they receive from their teachers on each assignment.

- 3.8 Most students make good progress in their courses and achieve well considering their starting points. Few students leave their courses before completion. All students who are unable to complete their course are accounted for and their reasons for leaving are fully documented. In lesson observations, a large majority of students are at the expected level and are progressing towards their individual learning goals.

#### **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 arrangements for ensuring the health, safety and welfare of students and staff are outstanding. The premises are secure and an appropriate health and safety policy is in place with clearly allocated responsibilities. General and fire risk assessments are carried out regularly with clear follow-up actions. All elements of fire protection and first aid are managed effectively. Both students and staff are made aware of their responsibilities through detailed health and safety inductions. Excellent health and safety practices are promoted through the 'Be Safe. Be Healthy. Be heard' programme. This campaign has effectively raised awareness of the college's commitment to ensuring the safeguarding of students and staff. The premises are fit for purpose, well maintained and clean. Evacuation routes and fire doors are well signposted. The college has suitable access and evacuation arrangements for wheelchair users.
- 4.3 Admission and attendance procedures are rigorous. The attendance monitoring committee regularly monitors student attendance and punctuality to ensure that attendance rates are high. Students are clear about the admission and attendance policies. Absences are followed up swiftly and administration staff consistently adhere to UKBA requirements. There are clear and fair procedures for the collection and refund of fees.
- 4.4 Pastoral care and welfare of students is excellent. The designated student welfare manager knows all students well and is always on hand to support students. All staff are approachable and deal swiftly with any student concerns. Students are very happy with the level of support they receive and they report that the college is a safe learning environment. Cultural diversity is celebrated. Consequently, students enjoy learning about different cultures including the British way of life in their lessons and through discussions with their peers. The college actively promotes tolerance and good behaviour through class and social activities. There are clear procedures to prevent bullying and harassment.

## **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 last inspection report are:
- Facilitate the sharing of good practice amongst the EFL team.
  - Improve analysis and use of data to improve performance.
  - Provide targets in lesson observation and appraisal of teaching staff to improve teaching and learning.
- 5.3 Excellent progress has been made to ensure the sharing of good practice amongst the EFL team. Senior managers use lesson observation documents effectively to identify areas of good practice to share with the team both formally and informally. EFL teachers have regular, well prepared and minuted team meetings which highlight positive aspects of teaching observations for discussion. EFL teachers are fully supported to attend external training courses and they then share all of their learning experiences with their colleagues. All of the team feel that they have benefited greatly from the internal training sessions that have been provided over the past year.
- 5.4 Good progress has been made in the effective use of data to inform college evaluation and review processes. Quality assurance procedures are very good. Course review and self-assessment processes are detailed and enable all staff across the levels, to evaluate the quality of education they offer. Senior managers use student feedback and lesson observation data extremely well to inform college development plans and strategy. Success data is accurate and the college are starting to get a greater understanding at all levels of management about how to interpret this data. There are strong plans in place to develop the processes where senior managers and staff use success data to set targets for teaching and learning as well as evaluating and planning courses.
- 5.5 The college has made excellent progress in developing their lesson observation and appraisal processes. The classroom observation policy is very detailed and includes pre and post observation practice. Teacher observation records are analysed to monitor progress and quality. Lesson observation data is used well in both the annual departmental and college development plans. Improvements in the management of teaching and learning, lesson observation, continual professional development and performance appraisal have made a dramatic impact on the quality of

education for students. Strong teaching and learning developments have led to a large majority of teaching to be good or outstanding. The college's procedures are inextricably linked and provide a seamless conduit to enable enhancement and improvement in academic standards.

- 5.6 Leadership and management is outstanding. The proprietor has a highly effective oversight of the college in line with its aims and discharges his responsibilities for educational standards, student welfare and health and safety extremely well. Financial planning, investment in staff, accommodation and resources are sound.
- 5.7 Senior managers and directors have a very strong working relationship. Managers effectively share their comprehensive strategic and curriculum plans with all staff. Staff recruitment processes are appropriate and enable the college to employ high quality staff. Senior management have reorganised the staff organisational structure to ensure that staff have very clear roles and responsibilities. As a result, professional development plans are tailored to ensure all staff are highly trained for their roles in meeting the needs of the students. Staff report that they are happy with the changes that have been made as they can see the college improving. All staff and managers work effectively together to create an enthusiastic and motivated atmosphere in the college.
- 5.8 Quality assurance procedures are rigorous. The majority of courses have been changed to a new exam board to enable continuous assessment. Internal verification systems are exceptional. Student feedback is used very effectively to ensure that there is a high quality of education on offer to all students. In pre-inspection questionnaires and interviews with students, they report that they are very happy with all aspects of their educational experiences at the college.
- 5.9 The provision of information is good. The college website contains accurate, current course information and details about the college application and admission process. There are suitable plans in place to ensure that the website is updated regularly especially when introducing new courses.

## **6. ACTIONS AND RECOMMENDATIONS**

The college has improved the good standards found at the last inspection.

### **Suggestions for further improvement**

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

- Make further use of success and value added data to enhance planning for learning and quality improvement

## 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 college.

### Inspectors

Ms Abigail Nwaokolo- Akinfenwa	Lead Inspector
Ms Christine Powell	Team Inspector
Mr David Malachi	Team Inspector