

Private
Further
Education

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

MONITORING VISIT

EJEF STUDY CENTRE

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Principal	Ms Teruko Iwanaga OBE
Proprietor	Ms Teruko Iwanaga OBE
Age Range	18+
Total number of students	14
Numbers by age and type of study	18+: 14 EFL only 14
Inspection date	20 November 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 The present proprietor established EJEF in 1973 as part of HTS Management Holdings Ltd, with the express purpose of fostering international understanding and communication between Britain and Japan. The school offers English language courses to adult Japanese learners. It is located in the grounds of Lane End Conference Centre near High Wycombe in Buckinghamshire. The school aims to provide students with a high standard of teaching in a professional environment.
- 1.2 The school is governed through a board of trustees of which the school's proprietor is one. Fourteen students are enrolled on two courses, in classes with a maximum group size of four. Of these, 12 students are following an English for Professionals course and two students, a Business English course. All students are Japanese nationals, seven male and seven female, all of whom are over-18. Other tailor-made courses offered throughout the year include English for diplomats, English for academic purposes and a one-month English conversation and British culture course for senior citizens; mostly female with an average age of over 70.
- 1.3 All students are Japanese professionals sponsored by government ministries or private business to study full-time on courses ranging from one week to eight months. At present there are no students on Tier 4 visas. There are no students under 18, and no student has been identified as having special educational needs and/or disabilities (SEND). All students have English as an additional language (EAL). Apart from developing new courses, there have been no significant changes in the nature of the school in its 41 year history.
- 1.4 The previous monitoring visit took place on 28 November 2013 when it was graded as meeting expectations. The recommendations from the previous report are:
- Ensure that all teachers apply highly effective strategies that enable students to make progress in their spoken language skill.
 - Restructure the self-evaluation so that precise targets flow from comprehensive assessment and are properly resourced and evaluated to provide a good plan for improvement.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 28 November 2013 the language school was found 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 learners' achievements is excellent. The curriculum is flexible, designed to meet the needs of students and their sponsors, resulting in highly individualised programmes of study. The courses offered meet Home Office requirements. A focus on student-centred learning has given rise to confident and independent learners. In particular, excellent progress has been achieved in addressing students' speaking and pronunciation, resulting in considerable improvements in discussion and presentation skills. Excellent feedback on marked work, discussed in weekly student led tutorials, has a significant positive impact on progress and achievement. The recording of student assessment data is sound and student progress is recorded in tutorial files, however these are not formally linked to provide an overall picture of progress.
- 2.3 Students' welfare, including health and safety, is excellent. Staff and students have high levels of awareness of health and safety, both in the learning environment and in the homestays, consequently students feel very safe. Registers are meticulously kept and appropriate procedures for reporting absences to the Home Office are in place, though never needed to date. Attendance and punctuality are outstanding. High levels of personal support and a thorough induction ensures students settle quickly into their studies and their homestays. Consequently they report very positively on their experience in the UK. Students also speak positively of a varied social and cultural programme which enhances their studies and results in a good understanding of UK language and culture.
- 2.4 The effectiveness of governance, leadership and management is excellent. The proprietor has highly effective oversight of the quality of education and the welfare of students. A close and supportive relationship exists between the proprietor and staff which serves to encourage and motivate teachers. Quality assurance is effective in highlighting strengths and identifying areas for improvement though the views of teachers and students are not collated and used sufficiently formally in the self-evaluation and planning processes to drive improvement.

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 recommendation in this area from the previous inspection report is:
- Ensure that all teachers apply highly effective strategies that enable students to make progress in their spoken skills.
- 3.3 Good progress has been made against this recommendation. Teachers now seek to maximise student speaking time and as a result, students are confident and engaged. Strategies to enable students to improve their speaking skills are highly tailored to the individual, resulting in excellent progress overall. Sometimes, teaching does not correct pronunciation but the work of a specialist pronunciation teacher has had a very good impact on provision, with students placing a high value on their pronunciation lessons.
- 3.4 A very clear statement of educational purpose drives the school's work, supported by detailed and flexible curriculum planning and tailor-made courses which are very well matched to student and sponsor needs. As well as assessment on arrival, most students have an induction day in Japan prior to starting their course and, as a result, they are very well prepared for their stay in the UK. Qualifications meet Home Office requirements, should students on Tier 4 visas enrol on a course.
- 3.5 Teaching, learning and assessment are excellent and highly effective in enabling students to learn and make progress. An emphasis on student-centred learning and the development of speaking skills has led to highly confident, independent learners with excellent presentation skills. Students report that teachers' specific subject knowledge of their linguistic, cultural and work-related needs, along with their joint roles as teachers and pastoral tutors, has a significant and positive impact on the progress that they make. Excellent constructive feedback on marked work enables students to identify their individual strengths and weaknesses for discussion in weekly tutorials. As a result students know how to develop and improve their skills.
- 3.6 Excellent tracking of individual students, based on assessment results at various points during their course, enables progress to be well monitored. Tutorial files also identify and record individual student progress against their learning aims. In relation to their starting points, students make excellent progress. The assessment and progress data and tutorial records are however, not linked to provide a clear overall picture of student performance.

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 Highly effective arrangements are in place to ensure the health and safety of students and staff. The school benefits from security provided by conference centre staff, which includes regular fire alarm checks and six first-aiders. Staff have all received training on health and safety and consequently demonstrate high levels of awareness of safety issues. Students report that their views on safety are sought and that they are very well informed of all aspects of safety both in their homestay and in the learning environment. Residential accommodation in the conference centre used for the senior citizens course meets the particular needs of that group.
- 4.3 Well organised admission and attendance registers are accurate and appropriate procedures are well implemented. There are currently no Tier 4 students in the school but procedures are in place to make the required absence reports to the Home Office if required. The college has an excellent attendance record.
- 4.4 Personal and pastoral support for students is outstanding. Most students receive an induction day in Japan prior to arrival followed by a thorough induction on arrival. Induction includes information on English culture and manners to assist students in settling quickly with their host families. Students on longer courses change their homestay every six weeks. Students say this is a positive aspect of their course and leads to an enhanced understanding of UK language and culture.
- 4.5 Students independently organise their own social activities. The school also provides an excellent programme of enrichment opportunities, often embedded in the curriculum and related to the students' employment and study topics. This enhances the students' overall learning experience. Students also benefit from the conference centre's leisure facilities, such as golf, tennis, a gym and a games rooms. All students have an emergency number which they can call any time of day or night.

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 recommendation in this area from the previous inspection report is:
- Restructure the self-evaluation so that precise targets flow from comprehensive assessment and are properly resourced and evaluated to provide a good plan for improvement.
- 5.3 The school has made good progress against this recommendation. The self-evaluation clearly outlines key strengths and highlights areas for improvement. A separate development plan identifies specific targets for prioritised areas for development, mainly emphasising the improvement of teaching and learning. There are suitable quality assurance arrangements. Teachers say their views are sought informally as part of self-evaluation. The views of students, though sought and addressed at an individual level, are not always collated and used in the self-assessment. Where targets have been included in the development plan, details of how those targets will be met and evaluated to support the needs of students are included and the impact of consequent actions relating to teaching and learning targets have resulted in significant improvements in students' speaking and presentation skills.
- 5.4 The proprietor, who is also the principal of this small college, has excellent oversight, provides clear educational direction and is fully involved in the quality of education and the welfare of students at all levels. As a result, a close and productive relationship exists between managers, teachers and students. Teaching staff are very well supported in their professional development; 12 teaching staff have benefited from a cultural trip to Japan, resulting in highly motivated staff with a heightened awareness of the needs of Japanese students.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

- Collate and evaluate information from students, staff and host families more formally as part of the self-evaluation and development planning processes.
- Link student assessment and progress data with tutorial records to provide an overall picture of the students' performance.

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 responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college/language school.

Inspectors

Ms Christine Powell	Lead Inspector
Ms Janet Simms	Team Inspector