



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

**MONITORING VISIT**

**MAYFLOWER COLLEGE**

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Full Name **Mayflower College**  
Address 1 Radford Rd, Plymouth, PL1 3BY  
Telephone Number 01752 673784  
Email Address english@maycoll.co.uk  
Principal Miss Jill Tyler  
Proprietor Mr Paul Stevens  
Age Range 13+  
Total number of students 118  
Numbers by age and type of study  
Under 16: 22  
16 – 18 14  
18+: 82  
EFL only: 118  
  
Inspection date **24 June 2015**

## 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 Mayflower College is a private English language college situated in a residential area close to the waterfront south of Plymouth city centre. It aims to provide high quality English language teaching and testing programmes to international students and professionals. The college is a private limited company, founded in 1988 by the current owner and managing director. In 2010, the owner moved out of the UK. The college is managed by the general manager and supported by the director of studies for all academic and teaching matters.
- 1.2 The college offers courses in general English, preparation classes for the International English Language Testing System (IELTS) and teacher training, plus junior activity courses during the summer months. Students can also prepare for Cambridge examinations. The college is a centre for English courses for pilots and air traffic controllers and has developed and operates the international Test for Aviation English (TEA). It is also an IELTS test centre. The college provides continuous enrolment throughout the year.
- 1.3 At the time of the inspection there were 118 students enrolled, with slightly more male than female students. The majority come from European countries, mainly France and Spain. Remaining students originate from a range of countries, including Hungary and Saudi Arabia. The majority of students are adults, but during the summer months the college provides courses for young learners aged 13-17 years. Two students were under 18 years of age on the adult learners' course. No students were identified as having special needs or disabilities (SEND).
- 1.4 At the previous inspection of 17-19 June 2014 the language college was found to meet expectations. The recommendations from the previous report are:
- Improve student tutorials by setting specific targets for self-study with subsequent checks on their achievement.
  - Increase the frequency of lesson observations; link these firmly to teacher appraisals and ensure that progress on targets from both is reviewed in a timely manner.
  - Improve the level of fire safety by holding more frequent fire drills, appointing sufficient fire marshals and ensuring that all fire risk assessment recommendations are implemented.
  - Develop a system for analysis of student achievement data in order to better monitor student progress and improve provision.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous first inspection of 17-19 June 2014 the language school 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. Prior to arrival students complete an effective on-line test which is used to place them for their language level. On arrival, they are accurately placed for their ability level in English with the possibility of moving a level if this is required. The curriculum is well designed and meets the needs of students well. All courses on offer to Tier 4 students meet UK Visas and Immigration (UKVI) requirements. Teaching is generally good with well-planned lessons so that students make good progress. In a minority of lessons time is not always well managed and teaching does not ensure that students are actively engaged in class. This limits their progress. Satisfactory progress has been made in developing tutorials for long-term students but targets are not always sufficiently specific enough to encourage self-study or to check on their achievement. Teachers know their students well and monitor progress well in lessons and through weekly tests. The vast majority of students reach good levels of attainment and meet their aims well.
- 2.3 Students' welfare, including health and safety, is good. The premises are suitable, well maintained and provide a safe and secure learning environment. The school has made satisfactory progress in improving the level of fire safety and now has five trained fire marshals. Risk assessment recommendations have been implemented but the frequency of fire drills has not been increased and therefore not all students have the opportunity to practise a fire drill. First aid provision is good with a suitable number of first aid trained staff and procedures are effectively implemented. Risk assessments are routinely carried out for excursions but do not include details of any students' medical conditions. Admissions, attendance and registration procedures are accurate and meet UKVI requirements. Safeguarding procedures are good and meet current national statutory guidance. All staff, including the designated safeguarding lead and deputy lead, are trained to the appropriate level. Provision for home-stay accommodation is good and meets national statutory requirements. Pastoral care is good and students report that they are well looked after and cared for. The varied social programme is well attended and enjoyed by students.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietor provides clear oversight and works well with senior leaders. He ensures that the good quality of education and care of students is sustained so that the college continues to fulfil its aims and ethos. Regular communication between the proprietor and leaders ensures that areas for development are discussed. Quality assurance procedures for teaching now include twice yearly lesson observations. However, these do not result in development targets which are then reviewed. Good progress has been made in developing a system to analyse data and academic leaders now have a clear idea of student progress over time. However, this information is not sufficiently linked to the setting of individual students' targets for

improvement. Senior leaders work well together and regular meetings at all levels ensure good communication. The college has completed all DBS checks for the suitability of staff to work with students under 18 years. There are no checks with regard to medical fitness and few professional or character references received. The single central register has not been completed to include all the required 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:
- Improve student tutorials by setting specific targets for self-study with subsequent checks on their achievement.
- 3.3 Satisfactory progress has been made in improving tutorials for long term students on general English courses. Targets are set but they are not always specific enough for self-study and for checks to be made on their achievement. However, students report that they find the opportunity to discuss progress helpful because this encourages them in their learning.
- 3.4 Prior to arrival, students complete an on-line placement test. On arrival, they are appropriately placed for their ability level in English. Students have opportunities to move a level if this is required. The curriculum is well designed with detailed schemes of work. Course materials are adapted to ensure they are well matched to individual students' and closed group requirements. Courses are implemented effectively so that students achieve well. Courses meet UKVI requirements for Tier 4 students.
- 3.5 The quality of teaching is good overall. Teachers have good subject knowledge and many are highly experienced. They know students well and plan lessons accordingly. Teachers' planning relates to the needs of individuals and encourages individual students to make good progress in their specialist area. In general English lessons and examination preparation classes, an imaginative range of activities ensures students enjoy lessons and are actively engaged in their learning. Students make good progress in speaking, reading, writing and listening skills and extend their knowledge of vocabulary and structures to become more fluent in the language.
- 3.6 In a small number of lessons, students are not sufficiently encouraged to be actively involved in the lesson and as a result they lose focus. Time is less well managed in these lessons with fewer opportunities for students to actively learn, so progress is limited.
- 3.7 Students' progress is generally good. Regular weekly tests which are discussed in class ensure that students are able to identify areas to improve. The vast majority of students reach good levels of attainment from their starting points and complete their course successfully. Results in examinations are good.



#### **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:
- Improve the level of fire safety by holding more frequent fire drills, appointing sufficient fire marshals and ensuring that all fire risk assessment recommendations are implemented.
- 4.3 Satisfactory progress has been made in improving the level of fire safety and there are now five trained fire marshals. Fire risk assessment recommendations have been implemented. However, sufficient fire drills are not yet held to ensure that all students have the opportunity to practise a fire drill in their time in the college. In discussion, students were fully aware of procedures to follow for fire evacuations.
- 4.4 The premises are safe, secure and well maintained. They provide suitable accommodation for staff and students which effectively supports teaching and learning. Procedures are effectively implemented to ensure that the welfare, health and safety of students are good. First aid provision is good and a suitable number of staff is appropriately trained. Clear instructions for staff are provided in the first aid policy and are effectively implemented with due regard for students who are under 18. Appropriate risk assessments are carried out for all excursions to reduce risk, but details of student medical conditions are not included.
- 4.5 Procedures for admissions, registration and attendance are accurate and meet UKVI requirements. The student services team follow up any absences swiftly. Attendance rates are high.
- 4.6 Procedures for the safeguarding of students are good and meet current national statutory guidance. The college has appointed a designated safeguarding lead and deputy lead who are trained appropriately. All teaching staff have received basic awareness training. The suitability of all staff to work with students under 18 years of age has been checked by the school through the Disclosure and Barring Service (DBS). Staff are aware of their responsibility for the well-being of students and in particular for those under 18.
- 4.7 Pastoral support for students is good. On arrival, clear induction procedures are carried out in class by teaching staff so that students are made aware of all health and safety matters and how to remain safe. The student services team works closely with home-stay families to ensure that students under 18 years of age have clear guidelines on how to remain safe. Students enjoy positive relationships with staff and with each other. They report that teachers and welfare staff support them well and that they can turn to a number of staff for help should the need arise. A well organised and varied social programme is well attended by students. This contributes positively to their overall experience.

- 4.8 Provision for home-stay accommodation is good and procedures for managing home-stays meet current national statutory guidance. Accommodation is visited regularly and well monitored. Appropriate suitability checks are carried out, or are pending, on the main carer in all home-stay families. Clear procedures are in place and are effectively implemented for students under 16 years of age to remain in home-stays for more than 28 days. The school responds well to any concerns from students' evaluation so that students are satisfied with their accommodation.

## 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:
- Increase the frequency of lesson observations; link these firmly to teacher appraisals and ensure that progress on targets from both is reviewed in a timely manner.
  - Develop a system for analysis of student achievement data in order to better monitor student progress and improve provision.
- 5.3 Satisfactory progress has been made in developing lesson observations which are undertaken twice a year. Lesson observations are firmly linked to appraisals with suggestions for improvements. However, specific targets are not systematically set with a follow up date to monitor progress. Consequently, the quality of teaching is not systematically monitored.
- 5.4 Good progress has been made in developing a system for the analysis of student achievement. Information on progress is broadly measured against the Common European Framework Reference for Languages on entry and exit. Progress is tracked against a reliable analysis of students' progress so that senior leaders know where gaps in knowledge and understanding lie. However, student target setting is underdeveloped. As a result, the gaps which are identified are not always responded to effectively through appropriate learning targets for students.
- 5.5 The proprietor is effective in sustaining the work of the college and is in regular contact with senior leaders. He works well with senior leaders towards supporting the good quality of education and care of students, so that the aims and ethos of the college are well met. Regular communication ensures that future planning is discussed. Self-evaluation is effective in highlighting areas to develop but senior leaders lack experience in linking provision to improving the outcomes for students. Financial planning is secure and ensures that teaching staff are able to carry out their work well and are suitably resourced.
- 5.6 Senior leaders have clear oversight of the work of the college. They work well together so that the college runs smoothly. The general manager has a clear overview of all operational and welfare matters so that students are well provided for and looked after. The academic manager ensures that courses run smoothly and that students' academic development is good. Relationships throughout the school are positive. Regular meetings ensure good communication at all levels so that students benefit from a positive learning environment.

- 5.7 Procedures for the quality assurance of teaching are satisfactory. Teaching staff are given suggestions from lesson observations but this is underdeveloped. Observations do not always result in specific development targets for teachers which are then monitored to bring about further improvements in teaching. Teachers have opportunities to attend professional development training sessions and the college supports staff in gaining further qualifications.
- 5.8 Procedures for checking the suitability of staff to work with students under 18 are satisfactory. All required identity and DBS checks have been carried out for the suitability of staff to work with those under 18. The college has not yet completed medical checks or received appropriate references for all staff. The single central record does not contain all the required information.
- 5.9 There is an appropriate fee protection scheme in place.

## 6. ACTIONS AND RECOMMENDATIONS

The language college has maintained the good quality found at the last inspection.

### **Recommendations for further improvement**

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

- Set specific targets from lesson observations to increase the focus on improving the learning outcomes for students.
- Increase the number of fire drills so that all students have opportunity to practise a fire drill during their time in the school.
- Take up professional and/or character references and medical checks for all staff.
- Complete a single central record of suitability checks for staff with all the required information so that it conforms to national guidance.
- Include appropriate student medical information on risk assessments for outings so that leaders are well prepared in advance.

## INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. They held discussions with senior members of staff and with the teaching staff. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language college.

### Inspectors

Mrs Flora Bean	Lead Inspector
Ms Janet Simms	Team Inspector