



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

**WESTMINSTER TUTORS**

**(Company registration number – 09424057)**

Full Name	<b>Westminster Tutors</b>
Address	86 Old Brompton Road, South Kensington, London, SW7 3LQ
Telephone Number	02075841288
Email Address	info@westminstertutors.co.uk
Website	www.westminstertutors.co.uk
Principal	Mr Sean Doherty
Proprietor	Mr David Game
Age Range	16+
Total number of students	36
Numbers by age and type of study	16-18: 07 18+: 29 FE Only: 36
Inspection dates	<b>12-14 November 2024</b>

## PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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 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.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Westminster Tutors is an independent sixth-form college located in South Kensington, London. Established in 1934, it provides a tutorial model of one-to-one and small-group teaching for United Kingdom (UK) national A levels. The college admits students between 16 and 25 years old and offers personalised academic and pastoral support. The college is owned by a single proprietor and is part of David Game College Ltd. However, the scope of the inspection is limited to Westminster Tutors. The college is led by the principal, who reports to the Chair of the Governance Advisory Board who provides oversight of strategic direction and financial management. The principal is supported by a small senior leadership team.
- 1.2 The mission of the college is to inspire and support students individually to pursue academic and personal advancement in ways that are as unique as them. The college aims to deliver individualised education, provide strong pastoral support, celebrate diversity, and prepare students with expert guidance for higher education or careers.
- 1.3 The college offers the United Kingdom's (UK) A Level programmes as well as an Extended Project Qualification (EPQ). A wide range of subjects are offered to support the delivery of this programme. These include a range of A levels in the Arts, English, Humanities, Languages, Sciences, Social Sciences and Mathematics. In addition, students may enrol in GCSE English and Mathematics retakes when needed for their post-A level choice of higher education provision. Timetabled classes are supplemented with Personal, Social, Health and Citizenship Education (PSHCE) through weekly student discussions, regular events, trips, visiting speakers and social outings.
- 1.4 The college accepts applications throughout the year, with most students commencing their studies in autumn; some in the spring. The admissions process involves an interview, a formal offer, registration, and induction. Most of those from the UK live with their families, while international students either live with family or in accommodation arranged by a guardian. Residential accommodation is not provided.
- 1.5 At the time of the inspection, 36 students were enrolled. The majority are male and aged over 18 years. Most are from Europe, with the others recruited from Asia, Africa, and the USA. A small minority of students speak English as an additional language and 21 had identified special educational needs or disabilities (SEND).

## 2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Initial assessment is excellent and accurately places students on the appropriate course in accordance with their needs and future Higher Educational aspirations. The process is detailed and ensures that students will be studying an appropriate combination of subjects to meet their chosen progression route into higher education. Initial assessment results are passed promptly onto teachers to ensure that they have a secure understanding of any special educational needs and that any learning support arrangements are put in place quickly. A wide and highly flexible curriculum ensures that students are successfully educated in accordance with their objectives and the college's aims. Courses are very well managed and those that may be offered to students on Student Visas meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching is excellent. Teachers have comprehensive subject knowledge and use a wide range of effective teaching methods to engage students in their learning. They are highly skilful in developing students' confidence, analytical and independent learning skills. Regular assessments are used effectively to check student progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet students' needs. Overall, students' achievement, attendance and punctuality are excellent.
- 2.3 Arrangements for the health, safety and welfare of students are excellent. The college's premises are fit-for-purpose, very well maintained and provide a comfortable and safe environment which effectively supports learning. Procedures for managing health and safety are excellent and are consistently implemented and updated. A high level of fire safety is maintained. Fire precautions, drills and evacuations are systematically undertaken, recorded and are clearly understood by all students and staff. Student registration and attendance records are excellent. They are accurate, well managed and staff are highly effective in monitoring attendance and taking any necessary action. Procedures for reporting to the Home Office are secure. Staff clearly understand Home Office requirements regarding enrolment, attendance and reporting arrangements relating to students on Student Visas. The college's pastoral structure provides excellent support and guidance for the students in accordance with its aims. Relationships between staff and students are outstanding and enhance the students' experience at the college. Arrangements for the safeguarding of students under the age of 18 are comprehensive, fully implemented and reflect official guidance.
- 2.4 The effectiveness of governance, leadership and management is excellent. Comprehensive oversight ensures that responsibilities for financial planning and investment in the future are effectively discharged. A clear vision for the college is shared by senior leaders, managers and teachers, who work very well together to ensure that students benefit from very high standards of education, welfare and health

and safety. Leadership and management are excellent. Roles and responsibilities are clearly defined and well-documented. There is highly effective communication between senior leaders, managers and other staff. Well-defined policies and procedures are introduced at all levels and implemented and monitored appropriately. Quality assurance is excellent. Leaders and managers are highly effective in monitoring performance and identifying priorities for improvement. A wide range of data and performance indicators are used effectively to monitor the quality of provision and highlight any relevant improvement actions that may be required. The college successfully attracts and retains well qualified and experienced teachers and managers. Procedures for the recruitment of staff are excellent and in accordance with statutory requirements.

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

#### **3.(a) Assessment of students prior to or on arrival**

- 3.1 Initial assessment prior to, and on arrival, is excellent. It is accurate and highly effective in ensuring that students have the required academic ability to successfully complete their course. The process is detailed and ensures that students will be studying an appropriate combination of subjects to meet their chosen progression route into higher education and that any required additional support is very quickly put in place.
- 3.2 Appropriate entry criteria are set and used effectively to provide accurate and appropriate advice and guidance to prospective students. A formal application process includes an interview with the principal, and a detailed review of previous academic achievement provides a foundation for understanding each student's abilities and educational needs. On arrival, students sit a series of baseline assessments to determine working at and aspiration targets to ensure that they are appropriately placed in their respective classes and that they quickly receive any additional support needed for their studies.
- 3.3 Regular detailed assessment identifies any issues that students may have with the demands of their chosen courses. Teachers make excellent use of this information to guide their lesson planning and provide any necessary support or guidance.
- 3.4 High quality information, advice and guidance are made available to students through the college's website. The website is detailed and provides accurate information about life at the college, its premises and the curriculum on offer. Students confirm that they are highly satisfied with the pre-enrolment advice they receive.

#### **3.(b) Suitability of course provision and curriculum**

- 3.5 The suitability of course provision and curriculum is excellent. A wide and highly flexible curriculum ensures that students are successfully educated in accordance with their objectives and the college's aims. Courses are very well managed and those that may be offered to students on Student Visas meet the definition of an approved qualification, as set out in the Home Office guidance. Students studying on Student Visas will be placed on courses at an appropriate level and on an approved full-time programme which includes at least 15 hours a week of classroom-based, weekday daytime study.
- 3.6 The college delivers the UK Advanced Level programmes and the course provision is clearly focused on preparing students for university. A detailed framework is in place by which overall student performance can be clearly evaluated by reference to norms derived from externally accredited national examinations.
- 3.7 Courses match those listed on the website and in other marketing materials.



### **3.(c) The quality of teaching and its impact on learning**

- 3.8 The quality of teaching and its impact on learning are excellent. Detailed planning and a clear understanding of the needs of their students allow teachers to deliver highly engaging lessons which fully involve students in their learning. Teachers are very well-qualified and have comprehensive subject knowledge and are highly skilful in developing students' confidence, analytical and independent learning skills. They are very enthusiastic, and successfully help students develop their skills in examination technique. As a result, students make high levels of progress in class in relation to their ability and starting points.
- 3.9 Teachers offer individual help and support to ensure that high levels of knowledge and understanding are developed. Students benefit greatly from one-to-one or very small class sizes. As a result, lessons successfully address the needs of each student through tasks designed to meet their individual learning needs and the final assessment requirements of their course. The very high expectations of teachers ensure that students are consistently challenged and well supported to meet their learning goals.
- 3.10 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It does not discriminate against students, including those with the protected characteristics set out in the Equality Act 2010.
- 3.11 Relationships between teachers and students are outstanding. They are extremely productive, with them working collaboratively to enhance learning and progress. Lessons are well paced and provide excellent opportunities for students to participate and develop their knowledge and understanding of the topic being discussed.
- 3.12 Assessment is regular and thorough, accurately identifies strengths and weaknesses in students' progress and highlights areas for improvement. Feedback to students is excellent. It is positive, encouraging and accurate and is clearly linked to the syllabi of the relevant exams. It clearly identifies areas for improvement and details how to improve their examination skills. As a result, students effectively develop their confidence and independence.
- 3.13 Arrangements for tracking students' progress are excellent. The progress of each student is carefully tracked and allows students, teachers, mentors and SLT to effectively monitor their progress. Students meet with their teachers regularly to review their progress and report that they know how they are progressing.

### **3.(d) Attainment and progress**

- 3.14 Progress and attainment are excellent. Students receive a high standard of education which allows them to develop significant and substantial new knowledge and their examination skills. Regular progress tests are conducted throughout the course to assess each student's understanding of their course content and their ability to apply their knowledge to examination type questions. Data is used effectively by teachers

and managers to track student performance and provide targeted support interventions if needed. As a result, exam results, evidence from lesson observations and scrutiny of work shows that the overall standards being reached are excellent and that outcomes are very high in relation to the students' starting points. Nearly all students successfully progress onto higher education courses at their chosen university. Students report that they are very happy with their progress.

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

### **4.(a) Health, safety and security of the premises**

- 4.1 Arrangements for the health, safety and security of the premises are excellent. The college's premises are fit-for-purpose, well maintained and provide a comfortable and safe environment which effectively supports learning. Procedures for managing health and safety are excellent and are consistently implemented and updated. A wide range of detailed policies and procedures are regularly reviewed to ensure the health and safety of students and staff. As a result, the premises provide students with a safe, high-quality and comfortable learning environment. Classrooms are light, spacious, well-equipped and suitably furnished for the age of the students enrolled and the courses that they study. All areas of the college are clean, well-decorated and maintained. All electrical equipment is tested regularly as required by law. Toilet facilities are adequate in number and well-maintained.
- 4.2 Measures taken to reduce risk from fire and other hazards are excellent and conform to legal requirements. An appropriate health and safety policy clearly allocates responsibilities in case of emergencies. Up-to-date general and fire risk assessments are carried out with clear follow-up actions which are regularly reviewed. Detailed individual risk assessments are carried out for organised off-site activities. An appropriate number of trained fire marshals and first aiders are in place as well as first aid kits and accident books. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out which are well recorded. Staff and students report that they have received appropriate health and safety training and understand what to do in case of a fire.
- 4.3 Proper provision is made for students who are ill or injured. Due to the age of the building, the college is not accessible by wheelchair users or students with mobility difficulties. Free drinking water is readily available.

### **4.(b) Student registration and attendance records**

- 4.4 Student registration and attendance records are excellent. A clear admission policy is in place and the required procedures are properly observed. An electronic central register is accurately maintained and individual student files contain all required information.
- 4.5 Daily attendance is accurately recorded and appropriately monitored. The college has very high expectations regarding student attendance and punctuality and staff make excellent use of electronic systems to monitor individual student attendance and promptly follow up any absences or lateness. Reception records individual student attendance at the beginning of each class session and addresses any concerns or issues related to attendance very promptly. Overall, student attendance is very high and punctuality excellent.

- 4.6 Procedures for reporting to the Home Office, as well as the enrolment and attendance requirements for students on Student Visas are secure and fully understood by relevant staff. However, no such students are currently enrolled.
- 4.7 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

#### **4.(c) Pastoral support for students**

- 4.8 Pastoral support for students is excellent. The college's pastoral structure provides excellent support and guidance for its students in accordance with its aims. It is a key priority for the college and they have been very successful in establishing a safe and supportive environment where students can progress quickly and high levels of personal support and guidance are provided. A comprehensive induction, mentoring and college monitoring scheme effectively ensures that each student's personal and academic needs are met comprehensively. As a result, students settle into their course quickly, know who to go to if they have a personal problem and feel confident to approach members of staff for help.
- 4.9 Relationships between staff and students are outstanding and enhance the students' experience at the college. A strong culture of mutual respect, integration and tolerance is in place. A comprehensive range of policies and procedures reinforces this culture and underpins the expectations of behaviour and conduct. Replies to the pre-inspection questionnaire, and meetings with students, show that they feel that the college is providing them with a safe and comfortable environment which is highly effective in meeting their learning needs.
- 4.10 Comprehensive careers advice ensures that students are very well prepared for further study choices and life beyond the college. Students value and regularly participate in an appropriate range of good quality enrichment and social activities which effectively enhances their learning.

#### **4.(d) Safeguarding for under 18s**

- 4.11 Safeguarding arrangements for students under the age of 18 are excellent. The college is highly committed to safeguarding and promoting the welfare of children and young adults. This commitment is effectively promoted by the principal and shared by other senior leaders, managers and staff who work closely together to ensure the safety of students. The arrangements follow the current national statutory guidance for the safe recruitment of staff and maintenance of associated records. A comprehensive safeguarding policy is effectively implemented. Disclosure and Barring Service (DBS) suitability checks have been completed and recorded for all relevant staff. The central record of safeguarding checks is accurate and complete. All staff have received appropriate training in safeguarding and there is an appropriately trained governance advisory board-level member with safeguarding responsibility. Guidance on e-safety and measures to prevent extremism and radicalisation are well considered and addressed. The college maintains a strong working relationship with local safeguarding agencies.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) Ownership and oversight**

- 5.1 Governance and oversight are excellent. Comprehensive oversight ensures that responsibilities for financial planning and investment in the future are effectively discharged. A clear vision for the college is shared by senior leaders, managers and teachers, who work very well together to ensure that students benefit from high standards of education, welfare and health and safety. A strong commitment to continuous improvement ensures that challenging targets for staff, including student achievement, are set and met.
- 5.2 Financial management is excellent. Detailed financial planning, and excellent investment in staff, premises and resources, effectively contribute to the success of the college and its provision. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licences.

### **5.(b) Management structures and responsibilities**

- 5.3 Management structures and responsibilities are excellent. Leadership and management are excellent. Roles and responsibilities are clearly defined and well-documented. There is highly effective communication between senior leaders, managers and other staff. Well-defined policies and procedures are introduced at all levels and implemented and monitored appropriately.
- 5.4 The college is highly successful in securing and retaining well-qualified staff. A comprehensive system of staff review ensures that staff are well qualified for the work they do, and appropriately supported by the management team. A good programme of staff development ensures that staff are appropriately trained for their roles.

### **5.(c) Quality assurance including student feedback**

- 5.5 Quality assurance is excellent. Leaders and managers are highly effective in monitoring performance and identifying priorities for improvement. A wide range of data and performance indicators are used effectively to monitor the quality of provision and highlight any relevant improvement actions that may be required. Self-assessment and evaluation are well-developed and used effectively to inform improvement planning and ensure that the necessary resources are in place to meet the needs of the college. Student feedback is regularly and systematically collected. This feedback is effectively analysed, shared with staff, managers, and senior leaders and used regularly to inform academic action planning and the identification of college priorities. Student performance data is available and effectively reviewed by senior leaders.
- 5.6 A comprehensive complaints policy is in place, with students confirming that they are aware of it. However, the policy is long and very detailed, making it at times difficult to understand.

**5.(d) Staff recruitment, qualifications and suitability checks**

- 5.7 Staff recruitment, qualifications and suitability checks are excellent. An appropriate recruitment policy ensures that suitably qualified and experienced staff are recruited. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate previous applicants' work history and qualifications is excellent, with due regard to statutory requirements concerning the identity of staff. A system to verify references is in place and ensures that the reference has originated from an appropriate source. A detailed central record is maintained and monitored by the principal.

**5.(e) Provision of information**

- 5.8 The provision of information is excellent. The website is clear and user-friendly. Prospective students are able to access accurate and highly relevant information to inform their study choices.
- 5.9 The college was highly responsive in providing information before and during the inspection in a timely manner.

## **6. ACTIONS AND RECOMMENDATIONS**

### **Recommendations for further improvement**

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

- Review the college's complaints policy in order to make it easier to understand.

## INSPECTION EVIDENCE

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

### Inspectors

Dr Nigel Chambers	Lead Inspector
Ms Christine-Reba Edge	Team Inspector